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# Doctoral Admission Criteria in the Department of Education at Louisiana State University as They Relate to Student Success and to Criteria at Comparable Institutions.

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DOCTORAL ADMISSION CRITERIA IN THE DEPARTMENT OF EDUCATION AT LOUISIANA  
STATE UNIVERSITY AS THEY RELATE TO STUDENT SUCCESS AND TO  
CRITERIA AT COMPARABLE INSTITUTIONS

A Dissertation

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy

in

The Department of Education

by  
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## ABSTRACT

The purpose of this study was to answer the following three questions:

- (1) What admission factors discriminate between the successful and unsuccessful doctoral student in LSU's Department of Education?
- (2) How do the same factors relate to the length of time it takes the successful candidate to complete the doctoral degree at LSU?
- (3) How do the admission criteria at LSU's Department of Education compare with those criteria used by officials from other departments of education arranged in this study by accrediting association membership?

The statistical procedure required two designs. In the first design, the two dependent variables, success and failure and the length of time to get the degree measured on all students in the sample, were regressed on each of the following independent variables:

- (1) Age at entrance into program
- (2) Length of time between master's degree and entrance into doctoral program
- (3) Years between bachelor's degree and master's degree
- (4) Experience in teaching
- (5) Undergraduate grade-point average
- (6) Verbal score on the Graduate Record Examination
- (7) Quantitative score on the Graduate Record Examination
- (8) Advanced test score in education on the Graduate Record Examination
- (9) Miller Analogies Test score

In the second design, each student who entered the doctoral program from January, 1960 to December, 1970, was assumed to be representative of each applicant who could have applied and entered the doctoral program at LSU during any other similar period of time. This assumption resulted in a randomized design used with the dependent variables, successful students and length of time to earn the degree,

and the following discrete variables: sex, marital status, military service, and LSU alumni status.

A questionnaire relating to admissions criteria was sent to 80 schools of education to determine what criteria were used in various geographical areas according to accrediting association and how the criteria compared with the criteria used in LSU's Department of Education. The findings of the study, through the use of statistical and surveying techniques, were the following:

- (1) Significant relationships at the 0.05 level were apparent between
  - (a) The length of time between the bachelor's degree and the master's degree and whether or not a student received the doctoral degree,
  - (b) The length of time between the bachelor's degree and master's degree and the length of time it took to receive the doctoral degree,
  - (c) The age of the doctoral applicant and the length of time it took to receive the doctoral degree,
  - (d) The length of time between the master's degree and the entrance into the doctoral degree,
  - (e) A student's score on the MAT and the length of time it took to receive the doctoral degree, and
  - (f) The marital status and whether or not a person graduated.
- (2) A significant relationship at the 0.01 level was indicated between military service and whether or not a person graduated.
- (3) The majority of schools of education surveyed in
  - (a) All associations did not consider age, sex, marital status, or military service; use a prediction formula; require a photograph; administer a personality test; nor conduct validity studies; however, students were required to take the GRE and to submit both a statement of purpose and letters of recommendation;
  - (b) All associations except New England required a specific ugpa and ggpa, but did not consider rank in graduating class;
  - (c) The Northwestern Association required a teaching certificate and teaching experience;
  - (d) The New England, Northwestern, and Western Associations considered the institution from which students earned prior degrees;
  - (e) The North Central and Northwestern Associations required students to have a master's degree; and
  - (f) The North Central, Southern, and Northwestern Associations required doctoral applicants to submit biographical summaries.

## Chapter 1

### THE PROBLEM AND PROCEDURES TO BE USED

#### Introduction

Graduate departments of education throughout the United States have been faced with growing pecuniary problems which have made growth difficult. Rising costs, coupled with increasing applications and graduate placement difficulties, have led officials at departments of education to question seriously and change substantially admissions policies. In an attempt to gain more funds through increased enrollment, certain schools have lowered admission requirements. Other schools have been encouraged to raise admission standards by the increasing number of applicants seeking admission. Allowing only those students who are deemed best and who can be afforded, these schools have raised admission criteria. The promise of federal assistance has caused other schools to alter standards to admit disadvantaged and ill-prepared students. Still other graduate departments of education have raised, lowered, or altered admissions policies without regard to changes in enrollment, promises of federal assistance, or pecuniary difficulties. Whether or not a department has raised, lowered, or altered admission standards to solve an enrollment or a monetary problem or to build a reputation for itself, few graduate departments of education can say that they have validated admission criteria.

At the undergraduate level, there has been much research on admission validity, but few researchers have tested graduate validity,

and even fewer have tested the admission criteria at the doctoral level. At this last level, much research is needed. Countless studies point to the need of validation research at the graduate level.

In his study with Hillgarth, Groesbeck (1967:510) said that "studies of graduate admission criteria are sorely needed." Houston's study (1968:53) revealed that the "number of published studies predicting graduate success is small and nearly all sample sizes have been rather limited." In his study with Groesbeck and Dremuk, Noble (1969:448) stated that there was a "need for follow-up studies of graduate students to find out what kind of student succeeds." The 1970 Educational Testing Service publication, Graduate Admissions and Fellowship Selection Policies and Procedures (Burns, 1970:2), pointed to a lack of the validation of criteria used in selection of graduate students. According to the Graduate Record Examination survey taken in 1970, only 30 percent of the major institutions conducted some kind of validity study. Dremuk (1972:538), Director of Graduate Admissions at the University of Illinois, said that there was a lack of admissions research. In a study with Groesbeck and Noble, Dremuk (1969:448) discussed the general absence of adequate information on quality of success of admission procedures. In his work with Taylor and Dremuk, Hein (1972:508) noted that data for validation studies of admission criteria were needed to provide for consistency in handling applications. Harvey (1962:1-4) pointed out that research on various criteria to admit students to graduate study failed to show the relationship between criteria and subsequent performance.

Though in general agreement over the need for studying admission criteria at the graduate level, few researchers have agreed on admission criteria to be used. In his study on admissions with Taylor and Dremuk,

Hein (1972:506), Assistant Dean of the Graduate School at the University of Minnesota said, "Whatever is brought together should, of course, be gathered in terms of a selection system in which these factors have relevance or they should not be required." Determining which criteria have relevance for which departments, student populations, and schools has been the difficult problem in assessing admission standards. Because there are departments which have failed to initiate validity studies of admissions problems, admission criteria have been open to attack and abuse. Though admission criteria have not been validated, officials have felt that departmental criteria were needed beyond the general admission criteria set by a university. Departments, therefore, have been reluctant to abandon specific admission practices.

The Department of Education at Louisiana State University is an example of departments which feel that departmental criteria are needed beyond the requirements set for the University as a whole. The Graduate School determines if an applicant is eligible for entrance based on certain requirements (Appendix A); it requires that a student:

- (1) [have] a bachelor's degree from an accredited college or university with a satisfactory grade-point average;
- (2) [have] a minimum grade-point average of 2.5 (out of a possible 4.0) for all undergraduate work taken prior to receiving a degree and 3.0 for all previous graduate work for which a grade is given;
- (3) [possess] satisfactory academic standing at the last institution attended;
- (4) [submit] scores on the aptitude portion of the Graduate Record Examination; and
- (5) [gain] acceptance into a departmental program.

(LSU-Baton Rouge Graduate Catalog, 1973-74:21)

Based on its own admission criteria, the personnel from the Department of Education then evaluate the student. Transcripts and scores on the aptitude section of the Graduate Record Examination are evaluated by



personnel from the Department of Education to determine whether or not the applicant is eligible to enter a departmental program.

In making a decision, the Department of Education examines a student's application for admission to the doctoral program in education (Appendix B) on which he has listed such information as type of teaching certificate, prior education, professional experience, membership in professional organizations, military experience, names of persons who have supervised his work and study, and any instance of denial of permission to enter or continue in a program of graduate study beyond the master's degree. In considering the applicant's eligibility, the personnel from the Department of Education make certain that the student has completed an undergraduate teacher education program including student teaching and that the student is fully licensed to teach.

Though a student may be admitted into graduate school in the Department of Education, he is not admitted into a doctoral program until he has passed the written and oral phases of the doctoral qualifying examination. Before the tests can be taken, an applicant must have submitted scores on the advanced test in education of the Graduate Record Examination and the Miller Analogies Test. He must have completed a minimum of three years of successful teaching experience. Before the student has completed forty-five hours beyond the bachelor's degree, a Doctoral Aptitude Committee interviews the applicant's file to determine whether his physical, intellectual, and personal standards make him suited for advanced graduate study. At this time the Committee either encourages the student to take or discourages him from taking the qualifying examination. The written part of the qualifying examination evaluates the applicant's general knowledge and writing ability; the oral

section of the qualifying examination, given to the student if he has passed his written examination, enables personnel in the Department of Education to make a final check on the student before admitting him into the doctoral program.

The preceding requirements are the doctoral admission criteria established and adopted by members of the Department of Education at Louisiana State University. The standards for admission, as they were adopted, have been applied to each student who has sought entrance into a doctoral program in the Department of Education.

#### Statement of the Problem

The purpose of this study was to answer three questions: first, what departmental admission factors discriminate between the successful and unsuccessful doctoral student in LSU's Department of Education; second, how do the same factors relate to the length of time it takes the successful candidate to complete the doctoral degree at LSU; and third, how do the admission criteria at LSU's Department of Education compare with those criteria used by officials from other departments of education arranged in this study by accrediting association membership.

#### Delimitation of the Study

This study has been limited to an evaluation of LSU's Department of Education's doctoral admission criteria as related to success and failure of students. The sample was limited by including only students who passed the doctoral qualifying examination between January, 1960 and December, 1970. Exclusion of students who received prior education in countries other than the United States and whose cumulative records were

dissimilar to the records of the majority of doctoral students further limited the sample.

The study was limited to the following data related to admissions: age, undergraduate grade-point average (ugpa), teaching experience, Graduate Record Examination (GRE) scores, Miller Analogies Test (MAT) score, sex, marital status, military service, location of schools from which degrees were obtained, and length of time between the bachelor's degree and master's degree and between the master's degree and entrance into the doctoral program.

The investigator further limited the study by not evaluating the following admission criteria used in LSU's Department of Education: graduate transcripts, type of teaching certificate, membership in professional organizations, letters of reference and recommendation, minor field, professional goals or ambitions, and the Doctoral Committee's judgment of the candidate's physical, intellectual, and personal standards.

#### Importance of the Study

No validation study has been made of the admission criteria at the doctoral level in the Department of Education at Louisiana State University. Certain studies, however, have been related to admission criteria and have been beneficial to this study. The study, "Certain Background Factors of Successful Candidates for the Doctorate at Louisiana State University" (Ancelet, 1961), is an example of a related study. It compared 534 students who had received the doctoral degree in various departments at Louisiana State University between 1950 and 1960 by size, location, and type of undergraduate institution from which each

was graduated and the point-hour-ratio and graduate curricula of each applicant. No special treatment was given to doctoral students of the Department of Education except as compared with doctoral students in other departments.

Smith's study (1964), "The Relationship between Certain Background Factors of Graduate Students and Academic Achievement in Graduate School at Louisiana State University," is another related study. Written over ten years ago, before the establishment of particular admission criteria, it is concerned with the master's level student and does not use the variables of a student's Graduate Record Examination (GRE) score, Miller Analogies Test (MAT) score, rank in graduating class, teaching experience and veteran status.

The foregoing studies, although dealing with factors related to graduate success at Louisiana State University, have been concerned with purposes different from that of this writer's study, which attempts to judge the effectiveness of certain admission procedures as related to the success or failure of the doctoral student. Qualities of a successful graduate may be more firmly stated in the future as a result of this study. Concurrently, increased departmental confidence in the selectivity of the doctoral student should develop as a result of this study of admission criteria. The investigation, in addition, should provide areas of future concern about and study of doctoral admission criteria in the Department of Education at Louisiana State University and departments in other institutions. Moreover, this study will provide an examination of admission criteria used in various geographical areas and will compare the criteria with the criteria used in LSU's Department of Education.

## Definition of Terms

### Admission Criteria

Admission criteria refer to the standards set by the Graduate School and by the Department of Education which are used as tests of a student's suitability to enter a graduate program.

### Admission to a Degree Program

Admission to a degree program is a student's fulfillment of all the requirements set by officials from the Graduate School (a bachelor's degree with a 2.5 average from an accredited college and a 3.0 average for all previous graduate work, submission of scores on the aptitude portion of the GRE, possession of satisfactory standing at the last institution attended) and of all requirements set by officials from the Department of Education (submission of the GRE score on the advanced test in education and the Miller Analogies Test score, completion of three years of successful teaching, and passing of the written and oral phases of the doctoral qualifying examination).

### Successful Student

For the purpose of this study, a successful student is one who was admitted to a doctoral program in the Department of Education between January, 1960 and December, 1970, and who was graduated by August, 1974.

### Unsuccessful Student

For the purpose of this study, an unsuccessful student is one who was admitted to a doctoral program in the Department of Education between January, 1960 and December 1970, but who was not graduated by August, 1974.

## Sources of Data

Individual cumulative records in the Department of Education containing admission information related to those students who passed doctoral qualifying examinations between January, 1960 and December, 1970, were used to obtain the information for this study. Records from the Graduate School and the Registrar's Offices were used to verify the quantitative data obtained in the Department of Education. All admission criteria were compared through the use of tables with the criteria used at the institutions comparable to Louisiana State University. The institutions, identified by the United States Government Printing Office's publication, Earned Degrees Conferred (1973:173-176), completed a questionnaire (Appendix C).

## Experimental Procedures

The statistical procedure for this study required two designs. In the first design, each of the continuous variables was tested independently and read into one single regression model. The two dependent variables, success and failure and the length of time to get the degree measured on all students in the sample, were regressed on each of the following independent variables on an interval scale:

- (1) Age at entrance into the doctoral program
- (2) Length of time between receiving master's degree and entrance into the doctoral program
- (3) Years between the bachelor's degree and master's degree
- (4) Experience in teaching in terms of years
- (5) Undergraduate grade-point average
- (6) Verbal score on the Graduate Record Examination
- (7) Quantitative score on the Graduate Record Examination
- (8) Advanced test score in education on the Graduate Record Examination
- (9) Miller Analogies Test score

In the second design, each student who entered the doctoral program in the Department of Education from January, 1960 to December, 1970, was assumed to be representative of each applicant who could have applied and entered the doctoral program at Louisiana State University during any other similar period of time. This assumption resulted in a randomized design used with the dependent variables, successful students and length of time to earn the degree, and the remaining independent variables. An analysis of variance was used on the following discrete variables:

- (1) Sex (male or female)
- (2) Marital Status (married or single, widower, separated, or divorced)
- (3) Louisiana State University Graduate (received at least one degree from LSU or received no degree from LSU)
- (4) Military Service (veteran or non-veteran)

## Chapter 2

### RELATED LITERATURE

#### Introduction

Chapter 2 is divided into five categories of departmental criteria most frequently discussed in educational journals and dissertations as being used to determine an applicant's eligibility for doctoral work. The categories include prior scholastic achievement, test data, evaluative recommendations, personal data, and interview. The criteria contained within these categories, though not listed in categories as such, are similar to criteria of 96 universities surveyed by The Bureau of Educational Research (Smith and Walsh:1971) and of 80 universities surveyed by the writer.

The first category, prior scholastic record, is the criterion most frequently used by departments of education in selecting students for admission. Most researchers indicated academic performance, stated in terms of the grade-point average or rank in class, as the strongest factor in determining a student's future academic success.

The second category of admission criteria, test data, includes the numerous tests which are administered to determine the potential success of a doctoral applicant. The primary tests used by departments of education are the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the doctoral qualifying examination.



The third category, evaluative recommendations, refers to letters of recommendation and evaluations written by such school personnel as cooperating teachers, principals, superintendents, and others who have observed the applicant in educational work.

The fourth category of admission criteria, personal data, refers to biographical information: sex, race, age, marital status, military service, and teaching experience.

The final category, the interview, analyzes the doctoral committee's meeting with the applicant to determine his motivation, his attitudes toward teaching, his emotional stability, and his overall personality.

One method or a combination of the methods of the five categories of admission criteria is used by personnel from departments of education to determine the eligibility of the graduate applicant who wishes to pursue the doctoral degree. Although the Department of Education at Louisiana State University is one of those departments which use a combination of the five criteria, this evaluative study of the criteria has been restricted to three categories (Chapter 4). The two categories which were not used, the interview and evaluative recommendations, were found to be too subjective for the statistical analysis used in this study.

In the category of scholastic achievement, this study examines only the student's undergraduate grade-point average. In the category of test data, it examines the Miller Analogies Test score and the Graduate Record Examination [aptitude (verbal and quantitative) and advanced test in education] scores. Though this study does not evaluate the qualifying examination, it does use the qualifying examination as

the definition of entrance into the doctoral program. In the category of admissions, labeled personal data, this study uses certain continuous independent variables and a number of discrete variables. The continuous independent variables are age, teaching experience, and the length of time between receiving the master's degree and entrance into the doctoral program and between receiving the bachelor's degree and the master's degree. The discrete variables are marital status, sex, military service, and college designation of degrees.

This chapter did not attempt to evaluate the criteria based on subjective standards falling in each category but is, rather, a review of only those criteria which this study evaluates as factors possibly related to success or failure in the Department of Education at Louisiana State University.

#### Prior Scholastic Record

The graduate grade-point average of all students who have entered a doctoral program has been at least a 3.5 average on a 4.0 scale. The graduate grade-point average range is so small as to make its use as a determining variable difficult. The undergraduate grade-point average of a student entering a doctoral education program at Louisiana State University, however, can vary greatly from averages of other students and be a representative variable in determining possible factors of doctoral success.

McGee (1961:81-85) and Stout (1957:422-432) indicated that grade-point average was the most effective criterion for admission. Astin and Panos (1969:78), Gropper and Fitzpatrick (1959:31-32) and Wegner (1969:154-169) found grade-point average as the strongest indicator of one's

success in entering graduate school and attaining a degree. Henderson (1966:35-40) found grade-point average as the predictor of success in a graduate program in special education to be reliable.

Reilly (1971:11) found that while grade-point average was the most widely used criterion as a predictor for graduate performance, it was also the most severely criticized. Other studies have found no significant correlation between grades and success in terms of graduation. Although Houston (1968:1153-1158) found that nearly all graduate schools used graduate grade-point average as a criterion of success, criticisms of using the grade-point average as an independent variable in terms of its appropriateness and in terms of the limited range of grades in graduate school were identified. Harvey (1971:1-4) supported the criticisms on graduate school admissions practices offered by Houston. Ort (1964:67-71) and Cornett (1969:247-250) have indicated that grade-point average was not an effective criterion in determining student admissions and success. Shaver and Richards (1968:69) found that grades were no predictive criteria for success as a teacher. Lannholm (1967:35) cited a study by Robinson which found a low positive correlation between undergraduate and graduate grade-point averages.

#### Test Data

In the second category, admission criteria, fall such tests as the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the doctoral qualifying examination. Furneaux (1961:92) pointed out that one of the best methods of selection is using the results of the examination. The Graduate Record Examination, the Miller Analogies Test, and the doctoral qualifying examination are, of course, tests which discriminate.

In a study with Adams, Baker (1961:415-419) listed the Graduate Record Examination along with the undergraduate transcript as the most important factor in selecting graduate students. Robertson (1961:648-650) found the Graduate Record Examination score statistically significant, but predictively weak as a graduate predictor of success. Later, in comparing the student's Graduate Record Examination score and his grade-point average with the Miller Analogies Test score as predictive measures of success, Robertson (1964:359-365) found that the GRE score was the only predictor which correlated significantly with faculty ratings. Gab (1970:31, 61) found that the GRE score serves as a useful prediction of graduation in the doctoral program. Woodard (1970:31, 170-171), Williams, Harlow, and Gab (1970:161-164), and Johnson (1964:24, 4066) found that the Graduate Record Examination score was the most important variable in studies of criteria used to judge doctoral success. In a study of 24 selected variables used in the prediction of graduate grade-point average, Colvin (1968:29, 55-56A) found that the best single prediction of grade-point average was overall (combined aptitude and advanced test) Graduate Record Examination scores. In Capps' and DeCosta's study (1957:383-389), a multiple correlation between graduate grade-point average and a combination of the undergraduate average and advanced education test score proved most significant.

Other studies have shown no significant correlation between success in a program and scores obtained on the Graduate Record Examination. Roscoe (1969:507-509), for example, found the correlation low enough to raise serious questions about the Graduate Record Examination's predictive validity. Madaus (1965:1105-1110) concluded that the aptitude section of the Graduate Record Examination was not a helpful guide in

decisions regarding admissions. Eckhoff (1966:484-485) found that though the Graduate Record Examination's advanced test in education appeared relevant to graduate work in education, it did not have a high degree of relationship with graduate achievement. Eckhoff (1966:484-485) also found a correlation of 0.30 between the overall graduate average and a combination of the undergraduate average and the advanced test score of elementary education majors. Allen (1968:49) said that the Graduate Record Examination is "almost at the bottom of trusted indices to the candidate's prospects as an eventual Ph.D." Using the graduate grade-point average as the criterion, Borg (1963:379-389) found low correlations for the aptitude section of the Graduate Record Examination.

Though officials at a majority of departments of education still prefer using the Graduate Record Examination as a means of selecting graduate applicants, there are officials who prefer using the Miller Analogies Test as the only standardized test of a student's ability or the Miller Analogies Test in conjunction with the Graduate Record Examination. Schmidt (1967:59), for example, found that the Miller Analogies Test, with the Graduate Record Examination, may be considered a standard instrument for graduate student selection. Schmidt (1967:60) said:

The MAT can be a valuable part of the admission process. With appropriate consideration given to its limitations, it can be used to provide confirming or contradictory evidence regarding the overall impression created by other parts of the application for graduate school admission.

Henderson (1966:35), likewise, reported that the two best objective measures of graduate potential are the Graduate Record Examination and the Miller Analogies Test. DeBeruff (1970:31, 1033) found that a combination of the Miller Analogies Test along with other criteria served

as the most efficient measure of faculty ranking for doctoral success. Williams, Harlow, and Gab (1970:161-164) concluded that the doctoral graduate who had a high Graduate Record Examination score also had a high Miller Analogies Test score. Payne and Tuttle (1966:427-430) found the correlation between the Miller Analogies Test and grades low; however, both supported the continued use of the Miller Analogies Test as justifiable.

All reviews and studies of the Miller Analogies Test are not favorable. Though Feinberg (1964:25, 2871-2872) found a positive correlation of 0.55 between students' Miller Analogies Test scores and Graduate Record Examination scores in the Graduate School of Education at Rutgers, he stated that a Miller Analogies Test cut-off score of 40 would result in only a 5 percent attrition rate. Unfavorable approval of the Miller Analogies Test score as a graduate applicant selector came from Gab (1970:31, 61) who found that the Miller Analogies Test did not serve as a useful prediction of graduation at the doctoral level.

McGee (1961:81-85) and Stout (1957:422-432) found that, along with grades, most schools use some measured competency in the student's oral and writing abilities. This competency is evaluated in the Department of Education at Louisiana State University through the qualifying examination. Since the qualifying examination is usually administered at one time to a small number of graduate students and since content generally pertains to an individual's specialized field, an evaluation of the examination as a predictor of graduate success in the Department of Education at Louisiana State University is difficult. The written section of the test is a measure of writing ability and general knowledge. The oral section of the qualifying examination permits a final check on oral

ability. Faculty members within the student's field of concentration set criteria for analyzing ability and knowledge. The very nature of the individualized and subjective evaluation of a student's potential has resulted in a lack of literature concerning the qualifying examination as a predictor of graduate success. The fact that unsuccessful people never have the chance to continue in the program would also negate the use of the qualifying examination as a predictor of success.

#### Evaluative Recommendations

The third category, evaluative recommendations, would appear to be subjective in nature. In his study with Adams, Baker (1961:415), Dean of the Graduate School at Northwestern University, Illinois, said that letters of recommendation are anything but objective. In another study, Allen (1968:49) reported that a letter of recommendation is "nothing but polite noise." Even though letters are subjective criteria, Burns (1970:3) in a study of graduate admission policies found that 52 percent of institutions responding required letters of recommendation from undergraduate faculty.

In the Department of Education at Louisiana State University, individuals who write letters of recommendation are chosen (with the exception of the principal, superintendent, or dean) by the applicant. Though a letter of recommendation occasionally reveals weaknesses or problems, the majority of letters attest to strengths, virtues, and attributes. For the reasons that most letters present a biased account of the student's abilities and that a survey of the literature failed to reveal any predictive measure of letters of recommendation, the third category was not developed within this study.

### Personal Data

The fourth category of admission criteria deals with an applicant's biographical data. Cook (1964:61-64) pointed out that if the information on the biographical data sheet is useless in helping a department admit a student, a department ought not to require it.

Houston (1968:1153-1158) used years between the student's bachelor's and master's degree and whether or not the student received a degree from a particular university in his study of graduate admission criteria. Neither biographical variable, used by schools in admissions policies, was statistically significant.

Whether or not sex can be used as a valid selective standard proved to be a difficult question to answer. Though Davis' study (1964:29) and Sharps' study (1970:31) showed that women have higher grades than men, fewer women apply to graduate school. Reasons for this were reported to be marriage (Wegner, 1969:154-169), lower aspirations for a graduate degree (Astin and Panos, 1969:33), or departmental discrimination (Taylor, Hein, and Dremuk, 1972:508).

There are officials at departments who ask the student to list any prior military service (veteran or non-veteran status). Only recently, however, have these data been used as a criterion in predicting success. Doran (1972:67-71) studied policies regarding a veteran's admission and found that students who had been dismissed from school because of unsatisfactory grades tended to perform better when they re-entered if they had military service during the absence from school.

Another criterion is prior educational work experience. Even though used by officials in making admissions decisions, prior educational work experience is a subject not much discussed in literature



dealing with doctoral admission criteria. The American Association of Colleges for Teacher Education's study of prior education work experience (The Doctorate in Education, 1961:35) was one study which was found. In this work, only 51 percent of institutions surveyed required educational work experience of graduate students, and 87 percent of the students had had a background of educational work experience.

### The Interview

The final category, the interview, is subjective in nature. Because of this fact, its use in this study was rejected. While it can be a beneficial means of assessing an applicant, studies show it frequently as the poorest measure of success in determining a candidate's potential at succeeding. Feinberg (1964:25, 2871-2872) showed that only three of thirty interview judgments had sufficiently high correlation with the criteria to show significance at the 0.01 level. In his study, Furneaux (1961:86) pointed out that there is usually no agreement among experienced interviewers who independently decide on an applicant's potential. Furneaux (1961:87) stated that

there are wide individual differences in the extent to which interviewers can make valid judgments, and the evidence shows that a person who is reasonably good at judging one kind of trait in one sort of person, in a particular kind of interview situation, may very well prove to be a hopeless failure if a different kind of person or a different situation is involved.

The five categories of criteria--prior scholastic achievement, test data, evaluative recommendations, personal data, and the interview--contain the admission criteria used by most of the major universities and land-grant colleges offering doctoral programs. The Department of

Education at Louisiana State University is one of those departments which utilize criteria from all categories in selecting students for doctoral programs and in predicting their potential success.

This chapter has revealed the polarity of opinions among researchers in the validation of admission criteria. Researchers could not agree on what constitutes the best admission policies. Findings, even on the most objective and widely used criteria, have ranged so widely that departments of education have used these criteria discussed with caution. Doctoral programs at various universities have placed different emphasis on particular criteria. Each department has selected criteria which it felt would best predict the success of its applicant. Validation of criteria, though broadly applicable to many doctoral programs, should be made, therefore, in each department of education.

A review of the literature revealed disparity of agreement among what criteria were thought by various officials as most effective in judging the success of a doctoral student. The following chapter presents the results of a survey of admissions policies at 80 schools of education graduating a comparable number of doctoral students to LSU's Department of Education.

### Chapter 3

## THE SURVEY OF ADMISSION CRITERIA AT COMPARABLE INSTITUTIONS AS THEY RELATE TO CRITERIA USED IN LSU'S DEPARTMENT OF EDUCATION

### Introduction

Though officials at LSU's Department of Education set no cut-off scores on any of the tests that doctoral applicants are required to take, scores are considered along with other existing information about the student. Officials from LSU's Department of Education request from the student the following information (Appendix B): age; undergraduate and graduate grade-point averages; scores on the Miller Analogies Test and on the aptitude and advanced sections of the Graduate Record Examination; sex; marital status; prior military service; time lapse between degrees; and names of schools from which prior degrees were earned. Moreover, the officials from the LSU Department of Education require that doctoral applicants have a master's degree, a valid teaching certificate, and three years of successful teaching experience. A student must complete a statement of purpose and submit four names to be used as references before being allowed to seek admission into the doctoral program by taking the doctoral qualifying examination.

The purpose of this chapter was to identify admission criteria used at comparable schools of education and to compare the criteria to those used in LSU's Department of Education. This comparison was made by categorizing schools of education by the representative accrediting asso-

ciations and then comparing criteria used in the majority of schools in an association to criteria used in LSU's Department of Education. The schools of education are arranged by accrediting association to allow a better comparison between the criteria used by officials at LSU's Department of Education and the criteria used by officials from various other geographical locations.

Eighty schools of education were identified from the United States Government Printing Office's publication, Earned Degrees Conferred, as schools of education graduating 25 or more doctoral students each year and, therefore, as being comparable in size to LSU's Department of Education (Appendix C). Each dean of education at the 80 schools was sent a letter (Appendix D) and a questionnaire (Appendix E) requesting information about the school of education's doctoral admission criteria. After one month's lapse, 65 responses had been received. A second letter was mailed (Appendix F) requesting information from 15 deans who had not yet responded. Each of the 15 deans responded to this second letter.

When officials at several schools of education duplicated the questionnaire and returned several copies representing admission criteria required by various departments within one school of education, the questionnaire responses from one school were treated as one return--differences being referred to as "varying according to departmental major." Responses from the officials at 80 schools were categorized by the various accrediting associations. Four schools of education were represented in the New England Association of Colleges and Secondary Schools; 15 schools of education were represented in the Middle Association; 15 schools responded from the Southern Association; 33 schools responded from the North Central Association; 9 schools of education returned

questionnaires from the Northwestern Association; and 4 schools returned questionnaires from the Western Association.

Schools of education have been categorized, for the purpose of this study, in terms of the accrediting association represented. Each of six associations has been treated separately before any interpretive comparison has been made among the associations' doctoral requirements. Any comment on the relationship of admission criteria at comparable schools of education and admission criteria used in the Department of Education at Louisiana State University has been made at the end of this chapter.

#### The Middle Association of Colleges and Secondary Schools

Of the schools of education in the Middle Association (Table 1), officials at all 15 schools reported no requirement regarding marital status, age, or photograph in selecting students for admission into doctoral programs. Officials at the schools required letters of reference or/and recommendation for all students within the college of education. The number of letters varied from one to five, with officials at the majority of schools (eight) requiring two letters; four indicated that the number of letters varied depending on the student's intended major.

The undergraduate grade-point average (ugpa) was required by officials at 10 schools of education; one of the officials required the ugpa in particular fields of study only. When the ugpa was required, officials at four schools indicated that a 3.0 overall average on a four-point scale served as the cut-off requirement; two required a 2.75; one required a 2.7; and one required a 2.5.

Table 1

## Requirements of Certain Schools in the Middle Association of Colleges and Secondary Schools

	GRE	GRE CUT- OFF SCORES	RANK	TEACHING CERTIFICATE	TEACHING EXPERIENCE	PREDICTIVE FORMULAS	MAT	MAT CUT- OFF SCORES
YES	7	4	5	1	3	1	10	5
NO	5	2	9	8	9	12	1	3
VARIES	3	2		6	3	1	4	4
NO RESPONSE		3	1			1		3
TOTALS	15	11	15	15	15	15	15	15

	UGPA	GGPA	MASTER'S DEGREE	STATEMENT OF PURPOSE	BIOGRAPHY	LETTERS	SEX	MARITAL STATUS
YES	9	10	6	11	5	15	2	
NO	5	3	8	3	9		13	15
VARIES	1	2	1	1	1			
TOTALS	15	15	15	15	15	15	15	15

	AGE	VALIDITY STUDIES	PERSONALITY TEST	PHOTOGRAPH	MILITARY SERVICE	TIME LAPSE	NAME OF PRIOR SCH.	OWN TEST
YES		5	1		1	2	6	2
NO	15	10	13	15	13	12	8	12
NO RESPONSE			1		1	1	1	1
TOTALS	15	15	15	15	15	15	15	15

Officials at 12 of the 15 schools of education required one or more graduate grade-point average cut-off scores in admitting students into doctoral programs. Of the officials at 12 schools, 11 established a single cut-off ggpa for all students entering the doctoral programs, while one had cut-off scores depending on the doctoral program entered. Five of the 11 officials required a 3.0 overall ggpa on a four-point scale; two required a 3.5 ggpa; two a 3.3 ggpa; one a 3.2 ggpa; and one required a 2.5 ggpa.

Officials at nine of the 15 schools of education questioned from the Middle Association indicated that rank in a prior graduating class was not considered. An official at one of the six schools did not respond. Nine did not require a student biography, while another stated that a biography was required for students in several doctoral programs.

A teaching certificate was required for students by officials at one of the 15 schools of education from the Middle Association. Six officials required the certificate for a student in some doctoral programs. Three officials required teaching experience depending upon the student's education major. Officials at three schools required teaching experience for all students in all fields of study.

Officials at 10 of the 15 schools of education questioned in the Middle Association required that all students or only students in certain programs take the Graduate Record Examination (GRE). Of the 10 schools, four established cut-off scores for all students; two established cut-off scores for some students depending upon the major; two required no cut-off score for any student; and three failed to respond. Required minimum scores on the GRE quantitative and verbal sections ranged from 430 to 630; the majority of the schools required scores of 500.

Respondents at 14 schools of education required that all students in the college (10 respondents) or only students in particular programs (four respondents) take the Miller Analogies Test (MAT). Officials at five schools established a single minimum MAT cut-off score ranging from 35 to 72, with a mean score of 54. Four officials set minimum scores which varied within programs. Three officials indicated no cut-off scores, while three others failed to respond.

Officials at 13 of the 15 schools of education did not require that a student take a personality test and did not consider sex or military service in making admissions decisions. Moreover, officials at three schools did not require students to complete a statement of purpose before being considered for admission, and one official required the statement of purpose for certain programs. Officials at two of the 15 schools of education indicated that the sex of a student was considered in making admissions decisions.

In admitting students into doctoral programs, officials at the 12 schools of education did not consider time lapse between degrees, and one other official did not respond. Officials at 10 schools had not conducted validity studies of admission procedures within the past three years.

Officials at two of the 14 schools of education responding indicated the use of an admissions test developed by the institution. An English essay examination was required by one official; the other required a writing sample from each student. An official at one of the 15 schools indicated the use of a prediction formula for admitting students into all or certain programs within the college of education.



Officials at 15 schools of education responded in many ways to the question, "What do you consider the most important admission criterion?" Two officials responded intelligence; one responded intelligence but added motivation, purpose, and a good academic record; two agreed that academic record, experience, and GRE scores were important, but one added personal interview, while another added undergraduate school record. One official listed academic ability, career success, goals, determination, ability to work with people, and leadership as the most important admission criteria. Officials at four schools agreed that grades were the most important criterion. Each official added equally important, but different, criteria. For example, one official of the four schools reported that grades and a high MAT score were equally important; another thought grades and the MAT were most important, but added experience; another responded that grades, test scores, and personal competence as reflected in prior experience were important admission criteria; the other official stated that grades and experience were equally important. One response indicated the interview and needs and interests in terms of objectives of the program were the most important criteria. Two officials stated that there could be no single criterion; another said that the criterion varies for each program. Finally, one official gave the following as his admission criteria: the master's degree in education, five favorable interviews, two letters of reference, three years of teaching experience, and a 3.3 grade-point average or a 50 percentile score on one section of the GRE or on the MAT.

#### The New England Association of Colleges and Secondary Schools

Officials at four schools of education in the New England Association of Colleges and Secondary Schools responded to the questionnaire

on admissions (Table 2). All respondents stated that no age limit or undergraduate or graduate grade-point average was set. The requirement of a teaching certificate, teaching experience, or photograph; the record of marital status or military service; or the administration of an institution test in making admissions decisions were not used.

Officials at the schools did, however, require doctoral applicants to take the Graduate Record Examination (GRE) and to have letters of recommendation. One of the four officials requiring the GRE established cut-off scores for entrance. Three of the four officials who required letters of recommendation asked for three letters; one asked for two letters.

Officials at three of the four schools stated that no personality test was administered, no prediction formula was applied (one did not respond), and no sex classification was used (one did not respond). The one official who required a personality test used the Minnesota Multiphasic Personality Inventory.

Officials at three schools reported that the name of the institution from which former degrees were obtained was considered; three required students to submit statements of purpose; three required students to take the Miller Analogies Test (MAT). Of the officials at three schools requiring the MAT, only one set a cut-off score (50).

Officials at two of the four schools required master's degrees; two required biographies; two (one did not respond) used rank in graduating class; two considered time lapse between degrees; and two had conducted validity studies of admission requirements.

When listing the most important admission criteria, one official stated the Miller Analogies Test; one stated academic ability; another

Table 2

## Requirements of Certain Schools in the New England Association of Colleges and Secondary Schools

	AGE	UGPA	GGPA	RANK	TEACHING CERTIFICATE	TEACHING EXPERIENCE	GRE	GRE CUT- OFF SCORES
YES				2			4	1
NO	4	4	4	1	4	4		3
VARIES								
NO RESPONSE				1				
TOTALS	4	4	4	4	4	4	4	4

	MAT	MAT CUT- OFF SCORES	MASTER'S DEGREE	STATEMENT OF PURPOSE	BIOGRAPHY	PERSONALITY TEST	PHOTOGRAPH	LETTERS
YES	3	1	2	3	2	1		4
NO	1	2	2	1	2	3	4	
NO RESPONSE								
TOTALS	4	3	4	4	4	4	4	4

	SEX	MARITAL STATUS	MILITARY SERVICE	TIME LAPSE	NAME OF PRIOR SCH.	OWN TEST	VALIDITY STUDIES	PREDICTION FORMULAS
YES				2	3		2	
NO	3	4	4	2	1	4	2	3
NO RESPONSE	1							1
TOTALS	4	4	4	4	4	4	4	4

listed the assessment of the applicant's potential professional contribution; and the other official specified academic and professional background.

#### The North Central Association of Colleges and Secondary Schools

Officials at 33 institutions in the North Central Association responded to questionnaires on doctoral admission criteria (Table 3). Officials at 31 schools of education responded that no age qualification was set, while officials at two schools stated that a maximum age limitation for admission was used. At these two schools, age restriction was under forty-five at one and thirty-five at the other.

Officials at 25 of the 30 institutions responding to the requirement for a particular undergraduate grade-point average (ugpa) stated that no minimum average was required. Using a four-point scale, officials at six schools required a 2.5 ugpa for admission to the doctoral program; one required a 2.6 ugpa for the last 60 hours; three required a 2.7 ugpa; and nine required a 3.0 ugpa. Using a five-point scale, officials at two schools required a 2.8 ugpa; one required a 3.5 ugpa; and one required a 4.25 ugpa. Officials at eight schools stated that no requirement was set for the undergraduate average.

Respondents at 24 schools of education required a graduate grade-point average (ggpa). Using a four-point scale, one official stated that the school required a 2.7 ggpa; 13 required a 3.0 ggpa; one required a 3.2 ggpa; and seven required a 3.5 ggpa. Using a five-point scale, officials at two schools required a 3.3 ggpa and one official required a 4.5 ggpa. Officials at five schools of education indicated that no minimum ggpa was required, while four did not respond.

Table 3

Requirements of Certain Schools in the North Central Association of Colleges and Secondary Schools

	GRE	GRE CUT- OFF SCORES	STATEMENT OF PURPOSE	BIOGRAPHY	TEACHING CERTIFICATE	TEACHING EXPERIENCE	MAT	MAT CUT- OFF SCORES
YES	21	10	22	20	7	6	12	3
NO	9	9	9	10	15	13	19	7
VARIES	3	4	1	3	11	13	2	2
NO RESPONSE			1			1		1
TOTALS	33	23	33	33	33	33	33	13

	LETTERS	RANK	MASTER'S DEGREE	TIME LAPSE	NAME OF PRIOR SCH.	VALIDITY STUDIES	PREDICTION FORMULAS	SEX
YES	29	4	16	8	15	15	3	2
NO	3	28	15	24	17	17	28	30
VARIES	1	1	2	1	1	1	2	1
TOTALS	33	33	33	33	33	33	33	33

	UGPA	GGPA	AGE	PERSONALITY	PHOTOGRAPH	MILITARY	OWN	MARITAL
YES	25	24	2		1	2	4	2
NO	8	5	31	33	31	30	29	30
NO RESPONSE		4			1	1		1
TOTALS	33	33	33	33	33	33	33	33

Respondents at 28 of the schools in the North Central Association indicated that rank in a student's graduating class was not used for admission purposes, while four indicated that rank was used; one did not respond.

While officials at 15 institutions of higher learning did not require any teaching certificate for admission into the doctoral education programs, seven officials did require certification in a state within the North Central Association. Officials at 11 schools indicated that though various departments or programs within the schools of education had the requirement of teaching certification, all students did not need certification.

This variation of requirements also applied to teaching experience required by the various schools of education in the North Central Association. Officials at 13 schools of education indicated that the requirement of teaching experience varied according to the program in which the student enrolled. This variation ranged from no experience to three years experience. While officials at 13 schools of education stated teaching experience was not required, six officials required some professional experience; the range was from two to three years experience.

Officials at 21 schools in the North Central Association required students to take the Graduate Record Examination (GRE) regardless of the program. Officials at nine schools did not require or use the GRE for admission purposes, and officials at three schools of education had departments and/or programs of instruction which required the GRE of some students.

Of the officials at schools of education which required students to take the GRE, nine did not use or require cut-off scores for admission purposes, four had cut-off scores which varied according to the education major the student selected, and ten required one cut-off score for all students enrolled. Officials at five schools required a minimum score of 500 on the verbal and on the quantitative sections of the GRE. Officials at other schools combined the scores and required a composite score, such as 900 or 1000. Officials at only four schools of education required a minimum cut-off score for the GRE advanced test in education: four schools required a score of 500; one required a score of 525; and one used the composite score of 1500 for the advanced, verbal, and quantitative sections of the GRE.

Of the officials at schools of education in the North Central Association, 19 indicated that the Miller Analogies Test (MAT) was not required for admission. Officials at two schools indicated that in some programs students were required to take the MAT, while 12 required all students to take the MAT. Of the 14 officials who required the MAT, only four had a cut-off score for all students and two had cut-off scores which varied according to programs. The required cut-off scores ranged from 35 to 60 with the mode of 60 and the mean of 48. The remaining officials stated that no cut-off score was set for admission purposes in the school.

Officials at 16 schools of education from the North Central Association required that students have a master's degree before gaining admission into the doctoral program. Officials at 15 schools did not require a master's degree for admission; two officials did not require the master's degree for some doctoral programs.

Officials at the majority of schools (22) required that students complete a statement of purpose before gaining admission into a doctoral program, while nine others did not have such a requirement. An official at one school had programs which varied in the requirement of a statement of purpose.

Officials at 20 schools of education from the North Central Association stated that a biographical sketch was required, while officials at 10 other schools stated that a biography was not required. Respondents from three other schools said that certain programs or departments within the college of education required biographies from students seeking admission into particular doctoral programs.

Officials at all 33 schools of education responding from the North Central Association stated that there was no requirement of a personality test for students seeking admission into doctoral programs. Only one school of education required a photograph from the applicant seeking admission into a doctoral program.

Officials at three schools of education indicated that letters of recommendation were not required for a student seeking admission into a doctoral program. Of the officials at 29 schools of education requiring letters of recommendation and one official who said that certain of the school's departments had required such letters, officials at the majority of the schools (22) required three letters; three required four letters; two required five letters; and one required two letters.

Officials at 30 schools of education from the North Central Association said that sex, marital status, and military service of the applicant were not considered in making admission decisions; one did not respond; and two stated that sex, marital status, and military service of the applicant were used in making admission decisions.



Time lapse between earning prior degrees and entrance into the doctoral program was not considered by 24 schools of education in making admission decisions, but it was considered by nine other schools of education.

In making admission decisions, officials at 17 schools of education considered the quality of the institution from which students earned prior degrees. Officials at 15 schools did not consider the quality of the institutions in selecting doctoral students, and officials at one school considered the quality of the institution from which the applicant earned a degree for entrance to certain programs.

Of the officials at 33 schools of education in the North Central Association, four stated that a student was required to take a test developed by the school. Two of the four officials required a test of writing ability; one required that a student take an objective 300-item test; and the other said that the school required a structured interview.

Officials at 17 schools of education in the North Central Association had not conducted validity studies within the last three years. The remaining 16 officials indicated that some kind of validity study had been made for all departments of the school of education or for one or more of the departments during the past three years.

Prediction formulas for admitting students were used by officials at five of the 33 schools of education. Officials at two of the five schools used prediction formulas for students in specific departmental majors.

Officials at three schools of education stated that undergraduate grade-point average was the single most important doctoral admissions criterion. Officials at four schools stated that previous success was

the most important criterion; one of the four schools specifically stated that previous success in graduate courses was the most important criterion. Four other officials stated that academic potential or academic performance was most essential for assessing a doctoral applicant's ability. Officials at five schools listed grade-point average as the most important criterion, but they combined other criteria with it. For example, one official stated gpa, prior work, and related experience for school-related programs were combined; another stated gpa, GRE, interview, job success, and age were all most important criteria. Officials at three schools said gpa and GRE were most important; one said that the advanced section of the GRE should be used with gpa; and another added the use of references. Another spokesman said that gpa along with MAT were the most useful in admitting students into the doctoral programs. Two officials said that a student's statement of purpose was the most important criterion, and two said that it was the compatibility of the statement and goals with the programs available that served as the most important criterion. Two officials said that the most important criterion was the interview. Two officials listed recommendations. One official listed departmental screening and acceptance by one member of the graduate faculty.

An official at one school stated that the department used the GRE in combination with an autobiography and recommendations. Another official said that the school used the GRE along with the MAT, while another responded that the school considered high potential for assuming leadership the most important criterion. Finally, respondents at six schools of education either said that there was no single criterion or failed to respond to the question.

### The Northwestern Association of Colleges and Secondary Schools

Officials at nine schools of education in the Northwestern Association of Colleges and Secondary Schools responded to the questionnaire on admission policies (Table 4). Since an official at one of the nine schools of education responded only to the first question concerning age, the term "all schools" was used to refer to the remaining eight schools of education responding to all questions.

Officials at all eight schools of education stated that rank in a student's graduating class, marital status, and prior military service were not used; nor was an institution test or a personality test administered to the doctoral applicant. None of the eight officials used prediction formulas in making admission decisions.

Officials at all eight schools did, however, state that letters of recommendation, a statement of purpose, and a biography were required before admission decisions were made. Officials at four schools of education required three letters; two required four letters; and one required two letters of recommendation.

Officials at two schools stated that maximum age levels were set at which an individual could enter into the doctoral program. One official specified forty-two years of age and the other specified fifty years of age. One other official reported that though there was no age limit for entrance into the doctoral program, age was a factor of considerable importance.

Officials at seven of the eight schools required a specific undergraduate (ugpa) and graduate grade-point average (ggpa). Two officials required an overall ugpa of 3.0; three required a ugpa of 3.0 on

Table 4

Requirements of Certain Schools in the Northwestern Association of Colleges and Secondary Schools

	AGE	RANK	TEACHING EXPERIENCE	TEACHING CERTIFICATE	GRE	GRE CUT- OFF SCORES	UGPA	GGPA
YES	2		4	4	6	5	7	7
NO	7	8	1	3	1		1	
VARIES			3	1		1		
NO RESPONSE		1	1	1	2		1	2
TOTALS	9	9	9	9	9	6	9	9

	MAT	MAT CUT- OFF SCORES	MASTER'S	STATEMENT OF PURPOSE	BIOGRAPHY	PERSONALITY TEST	PHOTOGRAPH	LETTERS
YES	4	4	5	8	8		1	8
NO	4		3			8	7	
NO RESPONSE	1		1	1	1	1	1	1
TOTALS	9	4	9	9	9	9	9	9

	SEX	MARITAL STATUS	MILITARY SERVICE	TIME LAPSE	NAME OF PRIOR SCH.	OWN TEST	VALIDITY STUDY	PREDICTIVE FORMULAS
YES	1			3	5		3	
NO	7	8	8	5	3	8	5	8
NO RESPONSE	1	1	1	1	1	1	1	1
TOTALS	9	9	9	9	9	9	9	9

the student's last 60 hours; six required a ggpa of 3.0, while one required a ggpa of 3.5. Seven officials required teaching experience for all students or those in particular programs; four required two years of teaching experience; two required three years experience; and one varied in the number of years required according to the program. Seven of the eight officials responding to all questions stated that no photograph was required or that a student's sex was no factor in making an admissions decision.

Five officials required a teaching certification for either all students' or those in particular fields. Likewise, five officials required a master's degree. Moreover, five officials considered the quality of institutions from which the student had earned prior degrees. There were five officials who did not consider time lapse between degrees earned and the admission into a doctoral program. There were also five officials who had not conducted validity studies of admission criteria.

Officials at four of the eight schools responding to all questions stated that students were required to take the Miller Analogies Test (MAT) with cut-off scores of 48, 50, 60, and 75 respectively.

Officials at six of the seven schools of education responding to the requirement of the Graduate Record Examination (GRE) required a cut-off score for all students (five schools) or for those (one school) majoring in specific programs. An official at one school required a combined verbal and quantitative score of 1000, while another required a combined score of 1100; one required a verbal score of 490 and a quantitative score of 480; another required a score of 525 on the verbal section as well as a score of 525 on the quantitative section of the GRE; one required a score of 555 on the advanced section; another set the requirement at the seventieth percentile.

When asked to give the most important admission criterion, an official at one school of education cited scholastic ability and purpose. Officials at two other schools responded that scores and grades were most important. An official at one school said that a combination of the ugpa, GRE, and letters of recommendation were most important. Another official felt that the MAT was the most important criterion. Finally, one spokesman said that the department considered no single criterion as most important.

#### The Southern Association of Colleges and Secondary Schools

Officials at 15 schools of education from the Southern Association responded to the questionnaire (Table 5). All 15 respondents said that no age limit was set for entrance into doctoral programs and that the Graduate Record Examination (GRE) was required. Officials at nine of the 15 schools requiring the GRE set a single cut-off score for all students. The most frequently mentioned cut-off scores were combined scores of 900 reported by three schools and 1000 reported by four schools on the verbal and quantitative sections of the Graduate Record Examination. Eight of the 10 officials did not require that doctoral students take the GRE advanced section in education. The two officials who required the advanced test established cut-off scores of 450 and 500. Officials at 14 of the 15 schools stated that rank in a student's graduating class was not considered; personality test, prior military service, marital status, and sex were not used as indicators of success. Of 14 officials requiring letters of recommendation or reference, 11 required three letters; one required four letters; one required five letters; and one reported variation in the number required. An official at one of the

Table 5

## Requirements of Certain Schools in the Southern Association of Colleges and Secondary Schools

	AGE	UGPA	GGPA	RANK	TEACHING EXPERIENCE	TEACHING CERTIFICATE	GRE	GRE CUT- OFF SCORES
YES		13	12		2	2	15	10
NO	15	2	2	14	6	10		4
VARIES			1		6	3		1
NO RESPONSE				1	1			
TOTALS	15	15	15	15	15	15	15	15

	MAT	MAT CUT- OFF SCORES	MASTER'S DEGREE	STATEMENT OF PURPOSE	BIOGRAPHY	PERSONALITY TEST	PHOTOGRAPH	LETTERS
YES	2	1	7	11	8		2	13
NO	13	1	7	4	7	14	13	1
VARIES			1			1		1
TOTALS	15	15	15	15	15	15	15	15

	SEX	MARITAL STATUS	MILITARY SERVICE	TIME LAPSE	NAME OF PRIOR SCH.	OWN TEST	VALIDITY TEST	PREDICTIVE FORMULAS
YES	1	1	1	7	7	3	6	3
NO	14	14	14	8	8	11	9	12
VARIES						1		
TOTALS	15	15	15	15	15	15	15	15

14 schools required letters for entrance into only specific doctoral programs. One official did not respond concerning the student's rank, and another did not respond to the use of military service as an indicator of success. An official at one school stated that the school administered a personality test to students who were in particular fields of concentration. One official stated that the college considered sex of the student as an admission criterion, while at another school, an official considered a student's marital status as an admissions factor.

Officials at 13 of 15 schools of education in the Southern Association stated that a specific undergraduate and a specific graduate grade-point average were required as prerequisites for doctoral admission. Twelve officials did not require a photograph or a Miller Analogies Test score for admission. Of the officials at 13 schools requiring the undergraduate grade-point average (ugpa), minimum requirements based on a four-point scale were 2.5 for three, 2.6 for one, 2.75 for one, and 3.0 for seven. Of the officials at 13 schools requiring a minimum graduate grade-point average (ggpa), eight established a 3.0 average; one a 3.4 average; two a 3.5 average; one failed to give the minimum average; and one reported a minimum required average which varied according to different departments within the college of education. An official at one of two schools of education requiring students to take the Miller Analogies Test (MAT) set a cut-off score (50) as a minimum admissions requirement.

Officials at 12 of 14 schools of education responding from the Southern Association stated that a prediction formula was not used in making admissions decisions. Officials at 11 schools stated that students were required to present a statement of purpose or intent. Officials at eight of the 15 schools of education stated that either all of the doc-



toral students or those in certain programs were required to have teaching experience prior to admission. Officials at all schools of education who stated the number of years of experience required reported two or three years as the minimum requirement. One official did not respond to the question, and six stated that no teaching experience requirement had been set for admission. Officials at eight of the 15 schools required the master's degree and biography; seven officials considered the quality of the institution from which prior degrees were earned; and seven officials considered the lapse of time between the last degree and entrance into the doctoral program. One of the eight officials who required the master's degree said that it was a requisite for certain doctoral programs.

Officials at six of the 15 schools had conducted validity studies of doctoral admission requirements in the school of education, and five required that students have a teaching certificate for entrance into certain programs. Officials at four of the schools of education administered institutional tests and three of these identified the tests as an essay in a student's major area, a qualifying examination, and a writing sample.

Officials at eight schools listed academic performance as the most important admission criterion. Two of these seven officials reported that undergraduate grade-point average from an institution of acceptable quality was the most important criterion, while one of the seven specified graduate school grades. Two of the seven officials added the GRE to academic performance as the most important admission criteria. Two officials listed the GRE scores; one cited experience; another listed professional judgments of the college of education faculty and colleagues

of the applicant; three stated that no criterion was more important than another; and one did not respond.

#### The Western Association of Colleges and Secondary Schools

Officials at four schools of education in the Western Association of Colleges and Secondary Schools responded to the questionnaire concerning admission criteria (Table 6). Officials at all four schools of education stated that no age limitation for a doctoral applicant was set; no teaching certificate was required, no rank in the graduating class was considered; and no time lapse between earned degrees and admission into the doctoral program was used. The sex, marital status, and prior military record were not used for making admissions decisions, and no personality test was administered.

Officials at the four schools required doctoral applicants to submit a statement of purpose and take the Graduate Record Examination (GRE). Two of the four officials requiring the GRE established cut-off scores for the verbal and quantitative sections of the GRE: for one, the verbal and quantitative section score was 500 each; for the other, the verbal section score was 500, but the quantitative section score varied depending on the program.

Respondents at three of the four schools required an undergraduate grade-point average, and three of the four required a graduate grade-point average. Two of the three officials requiring a minimum ugpa stipulated that a student have a 3.0 average for the last sixty hours; the other official required that a student have a 2.75 overall ugpa. Officials at all three schools requiring the ggpa required students to have a 3.0 overall average. Three also required letters of recommendation, varying in number from two to six letters.

Table 6

## Requirements of Certain Schools in the Western Association of Colleges and Secondary Schools

	AGE	UGPA	GGPA	RANK	TEACHING CERTIFICATE	TEACHING EXPERIENCE	GRE	GRE CUT- OFF SCORES
YES		3	3			1	4	2
NO	4	1	1	4	4	3		2
VARIES								
NO RESPONSE								
TOTALS	4	4	4	4	4	4	4	4

	MAT	MAT CUT- OFF SCORES	MASTER'S DEGREE	STATEMENT OF PURPOSE	BIOGRAPHY	PERSONALITY TEST	PHOTOGRAPH	LETTERS
YES	1	1	2	4	2			3
NO	3		2		2	4	3	1
OPTIONAL							1	
TOTALS	4	1	4	4	4	4	4	4

	SEX	MARITAL STATUS	MILITARY SERVICE	TIME LAPSE	NAME OF PRIOR SCH.	OWN TEST	VALIDITY TEST	PREDICTIVE FORMULAS
YES					2	1		1
NO	4	4	4	4	1	3	4	3
VARIES					1			
TOTALS	4	4	4	4	4	4	4	4

Officials at three of the four schools of education did not require any prior teaching experience, the Miller Analogies Test (MAT), or a photograph. The one official who required teaching experience stipulated four years of experience, two of those years in a speciality such as counseling or administration. The one official who required the MAT indicated a cut-off score of 48. Only one official reported that a photograph was required; the requirement was actually an option.

Officials at three schools did not administer an admissions test. three had not conducted validity studies of admission practices; and three did not use prediction formulas for admitting students. One official administered an admissions examination; one was conducting a validity study; and another used a prediction formula for admissions.

Officials at two of the four schools of education stated that students were required to have a master's degree, and two stated that the names of prior schools where prior degrees were obtained were used in making admissions decisions. One official said that the names of prior institutions were considered when a student was a borderline case.

When asked about the most important admission criterion, officials at the four schools of education in the Western Association responded in several ways. One official reported grade-point average for the last sixty hours; another said the combination of ability and interest in research; a third respondent said previous performance, motivation, self-concept, and objectives; an official at a fourth institution failed to respond.

#### An Overview of the Six Accrediting Associations

Officials at the majority of schools of education in the six associations did not consider the age of the applicant in making admissions

decisions. Officials at the majority of the schools of education in all of the associations except the New England Association stated that specific undergraduate and graduate grade-point averages were required. Officials at none of the schools of education in the New England Association required either an undergraduate or a graduate grade-point average.

The only association to have officials in a majority of schools who considered rank in graduating class was the New England Association. The only association to have officials in a majority of schools of education who required both a teaching certificate and teaching experience was the Northwestern Association.

The respondents from the majority of the schools questioned in all associations required doctoral applicants to take the Graduate Record Examination (GRE), but officials who required students to take the Miller Analogies Test (MAT) were in the majority only in the New England and Middle Associations.

Officials from the majority of the schools in all associations required students to submit both a statement of purpose and several letters of recommendation. Officials at the majority of the schools of education in all of the associations stated that no consideration was given to sex, marital status, or military service as important in making admissions decisions. Officials at the majority of the schools of education in all associations stated that no photograph was required; none administered either a personality test or an institution admissions test, conducted validity studies on admissions policies, or used a prediction formula in making admissions decisions.

Respondents from the majority of the schools in the New England, Northwestern, and Western Associations of Colleges and Secondary Schools

used the names of schools from which prior degrees were earned in making admissions decisions. Officials at the majority of the schools of education in the Middle, Southern, and North Central Associations did not use the names of institutions from which prior degrees had been earned.

Officials at the majority of the schools of education queried in the North Central, Southern, and Northwestern Associations required doctoral applicants to submit autobiographical summaries; officials from the schools of education in the New England and Western Associations, however, were equally divided on the requirement. Officials from the majority of the schools of education surveyed in the Middle Association did not require the autobiographical summary.

In making admissions decisions, officials from the majority of schools of education questioned in the Western, Southern, Northwestern, Middle, and North Central Associations did not consider time lapse between degrees. The New England Association was equally divided on this requirement.

Officials from the majority of schools of education surveyed in the Middle Associations did not require that a doctoral applicant have a master's degree. Officials from schools of education in the New England, Western, and Southern Associations were equally divided on this requirement. The North Central and Northwestern Associations were the only associations to have a majority of officials who required the master's degree.

Differences between the Criteria of the Six Accrediting Associations  
and the Criteria of the Department of Education

From this survey, it was learned that officials from the Department of Education at Louisiana State University have specific requirements which are similar to the requirements of other schools of education in the six accrediting associations (Table 7). The Department of Education at Louisiana State University has set requirements beyond those set by the University as a whole; the Graduate School has required that a student have a 2.5 undergraduate grade-point average and a 3.0 graduate grade-point average and submit scores on the aptitude portion of the Graduate Record Examination. The doctoral applicant must have a master's degree, a teaching certificate, and at least three years of teaching experience. The applicant must also submit scores on the advanced test in education of the Graduate Record Examination and the Miller Analogies Test. A list of four references from which letters of recommendation may be obtained and a written statement of purpose are required. There are, however, differences between the criteria used in the Department of Education and those used by the majority of schools surveyed.

Criteria used by the Department of Education were most different from the criteria of the majority of schools surveyed in the New England Association (Table 7). Officials at the majority of schools in the New England Association required no minimum undergraduate and graduate grade-point average, no master's degree, and no teaching certificate or experience. Officials, moreover, used the names of schools from which prior degrees were obtained and considered the applicant's rank in graduating class.

Table 7

## Required Criteria Used in Admitting Doctoral Applicants

	LSU	NEW ENGLAND ASSOC.	MIDDLE ASSOC.	NORTH CENTRAL ASSOC.	NORTH- WESTERN ASSOC.	SOUTHERN ASSOC.	WESTERN ASSOC.
UGPA	X		X	X	X	X	X
GGPA	X		X	X	X	X	X
RANK		X					
TEACHING CERTIFI- CATE	X				X		
TEACHING EXPERI- ENCE	X				X		
GRE	X	X	X	X	X	X	X
MAT	X	X	X				
MASTER'S DEGREE	X			X	X		
STATE- MENT OF PURPOSE	X	X	X	X	X	X	X
REFER- ENCES	X	X	X	X	X	X	X
NAME OF PRIOR SCHOOL		X			X		X



Officials at the majority of schools of education in the Western Association, in contrast to Louisiana State University, required no students to have a teaching certificate, teaching experience, or a master's degree. Furthermore, officials at the majority of schools in the Western Association required no students to take the Miller Analogies Test. In making admissions decisions, officials did not consider the names of the institutions from which students earned prior degrees.

Differences were also found between the criteria used by the majority of schools surveyed in the Middle Association and criteria used by the Department of Education at Louisiana State University. Officials at the majority of schools in the Middle Association, for example, required no teaching certificate or experience, no Miller Analogies Test, and no master's degree.

Criteria used by the majority of schools of education in the Southern Association were also found to be different from criteria used at the Department of Education at Louisiana State University. Officials from the majority of schools surveyed in the Southern Association required no teaching experience, no Miller Analogies Test, no master's degree, and no teaching certificate.

Criteria used in the majority of schools of education surveyed in the North Central Association were also different from criteria used at the Department of Education at Louisiana State University: no teaching certificate or experience and no Miller Analogies Test were required.

Criteria used by the majority of schools of education surveyed in the Northwestern Association and criteria used by the Department of Education at Louisiana State University were more similar than criteria

used by the majority of schools at any other association. The only differences noted were that officials at the majority of schools in the Northwestern Association required no Miller Analogies Test and considered the names of institutions from which prior degrees were earned.

## Chapter 4

### THE PRESENTATION OF STATISTICAL DATA

#### Introduction

The statistical procedure for this study required two designs. In the first design, each of the continuous variables was tested independently and read into one single regression model. The two dependent variables, success and failure and length of time to get the degree measured on all students in the sample, were regressed on each of the following independent variables on an interval scale:

- (1) Age at entrance into the doctoral program
- (2) Length of time between receiving the master's degree and entrance into the doctoral program
- (3) Years between the bachelor's degree and master's degree
- (4) Experience in teaching in terms of years
- (5) Undergraduate grade-point average
- (6) Verbal score on the Graduate Record Examination
- (7) Quantitative score on the Graduate Record Examination
- (8) Advanced test score in education on the Graduate Record Examination
- (9) Miller Analogies Test score

In the second design, each student who entered the doctoral program in the Department of Education from January, 1960 to December, 1970, was assumed to be representative of each applicant who could have applied and entered the doctoral program at Louisiana State University during any other similar period of time. This assumption resulted in a randomized design used with the dependent variables, successful students and length

of time to earn the degree, and the remaining independent variables. An analysis of variance was used on the following discrete variables:

- (1) Sex (male or female)
- (2) Marital Status (married or single, widower, separated, or divorced)
- (3) Louisiana State University graduate (received at least one degree from LSU or received no degree from LSU)
- (4) Military Service (veteran or non-veteran)

### Results

Table 8 represents an analysis of regression table which was run on 102 students to see the effect that a regression of continuous variables might have on whether or not a person was graduated. The continuous variables used were age, length of time between the bachelor's and master's, length of time between the master's degree and doctoral admission, years of teaching experience, undergraduate grade-point average, and the Miller Analogies Test score. Table 8 shows the degrees of freedom, the sum of squares, and the F Values for each of the variables. The degrees of freedom, sum of the squares, and mean square are also given for the error.

Length<sub>2</sub>, the time between the bachelor's degree and the master's degree, was the only variable which was significant at the 0.05 or 0.01 level. The B Value for this regression indicates that holding all things constant, the probability of a person's succeeding increases by 2.7 percent for every one additional year increase between the bachelor's and master's degrees.

Another regression was run, as shown in Table 9, using the same variables as previously given but adding the Graduate Record Examination's verbal, quantitative, and advanced sections. These additional three

Table 8

ANALYSIS OF REGRESSION TABLE OF CONTINUOUS VARIABLES  
ON SUCCESS AND FAILURE IN EARNING THE DOCTORATE

SOURCE	d.f.	SS	MS	F VALUE
TOTAL	102			
AGE	1	0.2740	0.2740	1.9913
LENGTH <sub>1</sub>	1	0.4495	0.4495	3.2666
LENGTH <sub>2</sub>	1	0.7381	0.7381	5.3641 *
EXPERIENCE	1	0.7499	0.7499	0.5450
GPA	1	0.0661	0.0661	0.4805
MAT	1	0.0963	0.0963	0.6994
ERROR	1	13.07	0.14	

\*P1.05

Table 9  
ANALYSIS OF REGRESSION TABLE ON CONTINUOUS VARIABLES  
ON SUCCESS AND FAILURE IN EARNING THE DOCTORATE

SOURCE	d.f.	SS	MS	F VALUE
TOTAL	88			
AGE	1	0.2538	0.2538	1.7050
LENGTH <sub>1</sub>	1	0.3674	0.3674	2.4682
LENGTH <sub>2</sub>	1	0.6917	0.6917	4.6475 *
EXPERIENCE	1	0.0398	0.0398	0.2672
GPA	1	0.2024	0.2024	1.3600
GRE V	1	0.1786	0.1786	1.2001
GRE Q	1	0.0887	0.0887	0.5962
GRE A	1	0.0126	0.0126	0.0848
MAT	1	0.2830	0.2830	1.9012
ERROR	78	11.61	0.15	

\* P1.05

variables caused the deletion of 14 students from the population since one or more variables were missing from the students' records. The only variable affecting whether or not a student was graduated was  $\text{length}_2$ , the length between the bachelor's degree and the master's degree. None of the other variables was significant.

The B Value (the partial regression coefficient) for  $\text{length}_2$  measuring effect on the probability of a student's graduating, indicates that as the years between the bachelor's degree and master's degree increased, the probability of a student's graduating also increased. The probability of a person's succeeding increased by 2.7 percent for every one additional year increase between the two degrees.

A third regression, Table 10, was made to determine what significance the independent continuous variables--age, length of time between the bachelor's and master's degrees, length of time between the master's degree and entrance into the doctoral program, teaching experience, undergraduate grade-point average, and the Miller Analogies Test score--might have on the length of time it took a prospect to receive the doctoral degree. Eighty-five students, receiving degrees after having been admitted into the doctoral program from 1960 to 1970, were used in the regression.

Four of the continuous variables--age, time between the bachelor's degree and master's degree, time between the master's degree and entrance into the doctoral program, and the Miller Analogies Test score--were significant at the 0.05 level in affecting the length of time it took for the doctoral student to complete the degree.

The B Value for age measuring effect on the length of time to earn the degree, indicates that the length of time increased by 1.5

Table 10  
ANALYSIS OF REGRESSION TABLE OF CONTINUOUS VARIABLES  
ON LENGTH OF TIME TO EARN THE DEGREE

SOURCE	d.f.	SS	MS	F VALUE
TOTAL	85			
AGE	1	1424.9830	1424.9830	5.3883 *
LENGTH <sub>1</sub>	1	1141.0468	1142.0468	4.3147 *
LENGTH <sub>2</sub>	1	1072.6894	1072.6894	4.0562 *
EXPERIENCE	1	65.9840	65.9840	0.2495
GPA	1	52.6777	52.6777	0.1992
MAT	1	1048.7979	1048.7979	3.9659 *
ERROR	78	20627.6399	264.4570	

\* P1.05



months for every one year increase in age. The B Value for Length<sub>1</sub>, the length of time between the master's degree and the entrance into the doctoral program, indicates that the length of time decreased by 1.7 months for every year's increase between the master's degree and entrance into the doctoral program. The B Value for Length<sub>2</sub> indicates holding all things constant, the length of time it takes one to earn the doctorate decreased by 1.2 months for every year's increase between the bachelor's and master's degree. The B Value for the Miller Analogies Test scores indicates that for every point increase in score, the length of time it takes one to earn the doctoral degree decreased by 0.3 months.

A fourth regression was made, Table 11, using continuous variables. In this regression the scores for the verbal, quantitative, and advanced sections of the Graduate Record Examination (GRE) were added to other variables in a regression analysis to determine the significance in the length of time it took 72 students to earn the doctoral degree. This regression revealed no significant relationship between those variables and the length of time it took one to earn the doctoral degree.

Table 12 presents an analysis of variance table for the discrete variables--sex, marital status, prior LSU graduation, and prior military service--on whether or not a student was successful in earning the doctorate degree. The analysis was made on 102 students and indicated that marital status and military service had a significant effect on whether or not a person was graduated. Marital status was significant at the 0.05 level and military service was significant at the 0.01 level.

The average unmarried doctoral student in this study finished LSU 1.7 months sooner than did the average married doctoral student. Moreover, 25.8 percent more single doctoral students completed the degree

Table 11

ANALYSIS OF REGRESSION TABLE OF CONTINUOUS VARIABLES  
ON LENGTH OF TIME TO EARN THE DEGREE

SOURCE	d.f.	SS	MS	F Value
TOTAL	72			
AGE	1	76.4713	76.4713	0.5294
LENGTH <sub>1</sub>	1	223.7732	223.7732	1.5491
LENGTH <sub>2</sub>	1	127.6125	127.6125	0.8834
EXPERIENCE	1	1.7494	1.7494	0.0121
GFA	1	143.1891	143.1891	0.9913
GRE V	1	22.0496	22.0496	0.1526
GRE Q	1	1.4910	1.4910	0.0103
GRE A	1	8.2470	8.2470	0.0571
MAT	1	89.8009	89.8009	0.6217
ERROR	62	8955.9783	144.4513	

Table 12

## ANALYSIS OF VARIANCE TABLE

REGRESSION OF DISCRETE VARIABLES ON SUCCESS AND FAILURE IN EARNING THE DOCTORATE

SOURCE	d.f.	SS	MS	F VALUE
TOTAL	102			
SEX	1	0.1219	0.1219	0.9920
MARITAL STATUS	1	0.6033	0.6033	4.9090 *
LSU GRAD	1	0.1317	0.1317	1.0717
MILITARY SERVICE	1	1.2572	1.2572	10.2290 **
ERROR	1	11.92	0.1230	

\* P1.05

\*\* P1.01

than did married students. The average doctoral student who had military service finished the doctorate 2.4 months sooner than did the average student who had no military service. Moreover, 28.5 percent more veterans completed the degree than did non-veterans.

For the sixth analysis (least squares analysis of variance), the same discrete variables--sex, marital status, prior LSU graduation, and prior military service--were used in a model to determine the effect on the length of time it took to earn the doctoral degree. Table 13 shows that there was no significant difference between sex, marital status, having been an LSU graduate, and having served in the military in terms of the length of time it took to earn a doctoral degree. In short, all four discrete variables were non-significant at the 0.01 and 0.05 level in the effect on the length of time it took to graduate.

Table 14 presents the mean scores for the length of time in months that it took a student to earn the doctoral degree and the percent of each variable actually earning the degree. For the variable, male-female, although the average male took 5.3 months longer to earn the doctoral degree than did the average female, the average percent of men earning the doctorate was 11.9 percent higher than the average percent of women earning the degree.

The average single student received the degree 1.7 months sooner than the average married student, and 70.6 percent of the married students finished as compared to 96.4 percent of the single students.

With respect to the variable, LSU-Grad-other, as is shown in Table 14, the average doctoral graduate finished the terminal degree 1.1 months earlier if one or more prior degrees were received from LSU than the average student who received no earlier degrees at LSU.

Table 13

## ANALYSIS OF VARIANCE TABLE

REGRESSION OF DISCRETE VARIABLES ON LENGTH OF TIME TO EARN THE DEGREE

SOURCE	d.f.	SS	MS	F VALUE
TOTAL	85			
SEX	1	174.9078	174.9078	0.5938
MARITAL STATUS	1	21.0146	21.0146	0.0714
LSU GRAD	1	17.0104	17.0104	0.0578
MILITARY SERVICE	1	61.4870	61.4870	0.2088
ERROR	80	23562.95	294.54	

Table 14  
ADJUSTED MEAN SCORES

VARIABLES		IN MONTHS LENGTH OF TIME TO GRADUATE	PERCENT FINISHING
1.	MALES	34.1	68.5
	FEMALES	28.8	77.6
2.	MARRIED	32.3	70.6
	SINGLE	30.6	96.4
3.	LSU GRAD	30.9	87.6
	OTHER	32.0	79.5
4.	VETERAN	30.2	97.8
	NON-VET	32.6	69.3

However, 87.6 percent of the students who earned prior degrees from LSU were graduated with the doctorate, while only 79.5 percent of the students who had never received a prior degree from LSU were graduated.

Table 14 also reveals that the average student who had military service finished his doctoral program in 30.2 months while the average student who had no prior military service earned his degree in 32.6 months. Of students classified as veterans, 97.8 percent were eventually graduated as compared to 69.3 percent of those classified as non-veterans.

Table 15 presents the mean scores on ten continuous variables, first for graduates and then for all students. The mean age for all graduates at the time of admission into the doctoral program was 37.8 years, while the mean for all students at admission was 38 years. The length of time between the master's degree and entrance into the doctoral program was 8.6 years for all graduates while it was 8.7 years for all students. Length<sub>2</sub>, the length of time between the bachelor's degree and the master's degree, however, showed a wider variation between all graduates and all students. The mean number of years between the bachelor's degree and the master's degree for all graduates was 5.8 years, while the mean number of years for all students was 6.2 years.

The number of years of teaching experience for both the graduates and all students was the same, 12.5 years. Likewise, the mean ugpa for both groups was the same, 2.6. The mean score for all students taking the Miller Analogies Test was one point higher (46) than the mean score (45) for graduates only. The average scores on the verbal and advanced sections of the Graduate Record Examination were one point higher (461 verbal and 527 advanced) for all students than the average scores were for those who were graduated (460 verbal and 526 advanced). The

Table 15

## MEAN SCORES

VARIABLES	GRADUATES	ALL STUDENTS
1. AGE	37.8 yrs.	38.0 yrs.
2. LENGTH <sub>1</sub>	8.6 yrs.	8.7 yrs.
3. LENGTH <sub>2</sub>	5.8 yrs.	6.2 yrs.
4. EXPERIENCE	12.5 yrs.	12.5 yrs.
5. GPA	2.6 avg.	2.6 avg.
6. MAT	45 %ile	46 %ile
7. COMPLETION	33 mo.	
8. GRE V	460 avg.	461 avg.
9. GRE Q	479 avg.	476 avg.
10. GRE A	526 avg.	527 avg.



graduates' mean score for the quantitative section of the Graduate Record Examination was three points higher (479) than the mean score for all students (476).

## Conclusions

The following conclusions were reached:

1. For every one additional year increase between the bachelor's and master's degrees, the probability of a person's succeeding in the doctoral program increased by 2.7 percent.

2. For every one additional year increase between the bachelor's and master's degrees, the length of time it took one to earn the doctoral degree decreased by 1.2 months.

3. For every one year increase in age, the length of time to earn the doctoral degree increased by 1.5 months.

4. For every one year increase in time lapse between the master's degree and entrance into the doctoral program, the length of time required to earn the doctoral degree decreased by 1.7 months.

5. For every one point increase in score on the Miller Analogies Test, the length of time required to earn the doctoral degree decreased by 0.3 months.

6. The average single doctoral student finished the program 1.7 months sooner than the average married doctoral student.

7. Over 25 percent more single doctoral students completed the degree than did married doctoral students.

8. The average doctoral student who had military service finished the doctoral program 2.4 months sooner than did the average doctoral student without military service.

9. Over 28 percent more veterans completed doctoral degrees than did non-veterans.

10. The average female doctoral student finished the doctorate 5.3 months sooner than the average male doctoral student.

11. Over 11 percent more men finished the degree than did women.

12. The doctoral student who had earned a former degree (baccalaureate or master's degree) from LSU had an eight percent better chance of completing the doctor's degree than did the student who had no prior degree from LSU.

13. Students who were LSU graduates finished the doctoral study over one month sooner than did doctoral students who had earned no prior degree from LSU.

14. The admission criteria used by officials at LSU's Department of Education are not unlike the criteria used by most schools of education surveyed in the six accrediting associations.

15. The majority of the schools of education surveyed in the six accrediting associations did not consider age, sex, marital status, or military service of the applicant; use a prediction formula; require a photograph; administer a personality test; nor conduct validity studies in admitting students to doctoral programs.

16. The majority of schools in all associations required students to take the GRE and to submit both a statement of purpose and letters of recommendation.

17. The majority of schools surveyed in all associations except New England required a specific ugpa and ggpa, but did not consider rank in graduating class.

18. Only the majority of schools from the Northwestern Association required a teaching certificate and teaching experience; the

majority of schools in other associations had no requirements of this kind.

19. The majority of the schools surveyed in the New England, Northwestern, and Western Associations considered the institution from which students earned prior degrees, while officials from the majority of the schools surveyed in the Middle, Southern, and North Central Associations did not consider the institution.

20. The majority of the schools surveyed in the Western, New England, Southern, and Middle Associations did not require that a doctoral applicant have a master's degree, while officials from the majority of the schools surveyed in the North Central and Northwestern Associations required students to have a master's degree.

21. The majority of the schools of education surveyed in the North Central, Southern, and Northwestern Associations required doctoral applicants to submit autobiographical summaries, while the officials from the majority of schools of education surveyed in the Middle, New England, and Western Associations did not require the autobiographical summary.

#### Recommendations

The results of this study, though showing significant relationship between various admissions criteria and the success of the student and the length of time to graduate, did not account for all variations which might have resulted from other criteria not considered. The results of the statistical and surveying sections of this study did, however, offer officials from the Department of Education information about selective admission procedures. Based on findings in this study,

admissions officials from Louisiana State University's Department of Education should:

1. Continue the use of the application form for advanced studies to obtain admission information from the doctoral applicant, since the application form provides biographical information which can be used in weighing a student's potential to succeed.
2. Continue to set minimum requirements of all doctoral applicants and explore the possibility of finding more reliable admissions policies.
3. Continue to study and validate admissions criteria and conduct studies using larger group samples and other variables.
4. Know that the success of doctoral students is affected by the length of time lapse between the bachelor's and master's degree, by the military service, and by sex.
5. Know that generally an older, single male who was a veteran and an LSU graduate has a better chance of success at earning the doctorate.
6. Know that doctoral students who receive doctorates earlier than others generally score higher on the MAT and have a longer time lapse between earning the bachelor's and master's degree and between earning the master's degree and entering into the doctoral program.
7. Know that the older the doctoral applicant is the longer it takes to earn his degree.
8. Know that the combination of descriptive variables for those doctoral students finishing earlier than others is that a student be single, female, a veteran, and an LSU graduate.

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## APPENDIX A

### APPLICATION FOR ADMISSION TO GRADUATE STUDY

# Application for Admission to Graduate Study

LOUISIANA STATE UNIVERSITY  
AND A&M COLLEGE  
BATON ROUGE, LOUISIANA 70803

PLEASE READ INSTRUCTIONS CAREFULLY BEFORE FILLING IN THIS APPLICATION FORM

Applications and credentials must be received at least 60 days prior to the beginning of the fall semester or 30 days prior to the beginning of the spring semester or summer term. Decisions regarding admission are made by the Graduate School or the Graduate Division of Education. Applicants may normally expect to be notified regarding admission within four weeks of receipt of application, fee, and complete, official scholastic records.

- A. The following materials must be submitted to ADMISSIONS, OFFICE OF THE REGISTRAR, Louisiana State University, Baton Rouge, Louisiana 70803, before your admission may be considered:
1. The application form, completely filled out, dated, and signed. If additional space is needed, use another page.
  2. A \$10.00 non-refundable application fee. This fee must accompany the application and be paid by check or money order to Louisiana State University. Do not send cash.
  3. Two official transcripts sent directly by the registrars of each college and university attended. These records must be requested by the applicant. Students who have attended institutions outside the United States should provide comparable certified documents. This application cannot be considered until all these documents have been received.
- B. All applicants are required to take the Scholastic Aptitude section of the Graduate Record Examination except that applicants for programs in Business Administration may submit instead scores on the Admission Test for Graduate Study in Business. Results should be forwarded to Dean, Graduate School, Louisiana State University, Baton Rouge, Louisiana 70803 except that applicants to the Graduate Division of Education should have GRE scores sent to that division.
- C. Graduate students may live in University housing if space is available. Requests for applications for campus housing should be directed to:
- Women: Office of Women's Housing, Louisiana State University, Baton Rouge, Louisiana 70803
- Men and Married Students: Office of Men's Housing, Louisiana State University, Baton Rouge, Louisiana 70803
- D. University regulations provide that a person who has been convicted of a crime or who has been committed to a correctional, penal, or training institution must have served the full sentence imposed, been pardoned, issued a final discharge by the board of parole or other competent authority or been placed on parole, before his application may be considered. Such an application is reviewed by a university committee, and an admissions decision is made on the basis of information submitted to the committee after an interview with the applicant.

(over)

When do you wish to enter?  
 Aug Jan Summer 19

**APPLICATION FOR ADMISSION  
GRADUATE STUDY**

Application fee received \_\_\_\_\_  
 Date \_\_\_\_\_

1. Social Security Number \_\_\_\_\_

2. Exact legal name. Please print your name, one letter to a block, one block between names. Fill in as much of your name as possible, as you wish it to appear in University records.

Last \_\_\_\_\_

First \_\_\_\_\_

Middle \_\_\_\_\_

3. Birthdate (Use numbers)

MO \_\_\_\_\_ DAY \_\_\_\_\_ YR \_\_\_\_\_

4. Place of birth \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Country \_\_\_\_\_

5. Male \_\_\_\_\_ Female \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Maiden name \_\_\_\_\_

6. Citizenship \_\_\_\_\_ Religious preference \_\_\_\_\_

7. Title VI of the Civil Rights Act of 1964, the U.S. Dept. of Health, Education and Welfare requires that institutions of higher education provide enrollment data regarding predominant ethnic background. Please check appropriate space.

☐ Afro American/Black  
☐ Oriental American

☐ American Indian  
☐ Spanish surnamed American  
 (Cuban, Puerto Rican, Mexican)

☐ Caucasian American/White  
☐ Other \_\_\_\_\_  
 Specify \_\_\_\_\_

8. Home Address \_\_\_\_\_

(Number and Street)

(City and State)

(Zip Code)

9. Current address \_\_\_\_\_

No. & Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Zip \_\_\_\_\_

10. Have you served on active duty in the armed forces: Yes ☐ No ☐ Dates: From \_\_\_\_\_ to \_\_\_\_\_

Mo. \_\_\_\_\_ Yr. \_\_\_\_\_

Mo. \_\_\_\_\_ Year \_\_\_\_\_

11. High School \_\_\_\_\_

Name \_\_\_\_\_ City \_\_\_\_\_ Parish or County \_\_\_\_\_

State \_\_\_\_\_

Date of Graduation \_\_\_\_\_

Mo. \_\_\_\_\_ Year \_\_\_\_\_

12. List all colleges attended (including LSU, indicating campus attended.)

Last one	Name of College	City and State	From	To	Degree Awarded
Attended _____	_____	_____	_____	_____	_____
Others _____	_____	_____	_____	_____	_____
Others _____	_____	_____	_____	_____	_____
Others _____	_____	_____	_____	_____	_____

13. Have you taken for credit at LSU: Correspondence study courses? Yes \_\_\_\_\_ No \_\_\_\_\_ Extension classes? Yes \_\_\_\_\_ No \_\_\_\_\_

14. Are you attending school now? Yes \_\_\_\_\_ No \_\_\_\_\_ Name of School \_\_\_\_\_

15. Have you applied previously at this institution? Yes \_\_\_\_\_ No \_\_\_\_\_ Specify approximate dates \_\_\_\_\_

16. Give approximate date transcripts of scholastic records will be sent or have been sent \_\_\_\_\_

17. Degree sought \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

If you do not seek a degree, what are your plans? \_\_\_\_\_

18. If time since high school graduation is not completely covered (except for summers) by your answers to questions 11 and 12, indicate employment, time spent on active duty in Armed Forces or other activity:

Name of employer (if not employed, state activity)	City and State	Date (Month and Year)
_____	_____	From _____ To _____
_____	_____	From _____ To _____
_____	_____	From _____ To _____
_____	_____	From _____ To _____

Space below line for office use only

ALPHA NUMBER				SEX	VET	RES.	R-CODE	HOME PARISH	CITIZENSHIP	H.S. PARISH	H.S.	
OSTAT	OSEM	OYEAR	CSTAT	CSEM	CYEAR	ALUM	ADV. U.G.	ADMIT	COLLEGE	Class	CURRICULUM	RACE
Fee	Trans	Data										

# **APPLICATION FOR ADMISSION GRADUATE STUDY**

Graduate School

**LOUISIANA STATE UNIVERSITY  
AND A & M COLLEGE  
Baton Rouge, La. 70803**

(Please print or type all information.)

1. Full legal name \_\_\_\_\_  
Last First Middle (or Maiden)
2. When do you wish to enter? Aug. \_\_\_\_\_ Jan. \_\_\_\_\_ Summer \_\_\_\_\_ 19\_\_\_\_ Summer Short Course \_\_\_\_\_
3. Current address \_\_\_\_\_ Until \_\_\_\_\_
4. Home address \_\_\_\_\_  
No. & Street City Parish, County State, Foreign Country Zip Code
5. Social Security number \_\_\_\_\_ Telephone number \_\_\_\_\_
6. Citizen of \_\_\_\_\_ Date of birth \_\_\_\_\_ Place \_\_\_\_\_  
Month, Day, Year City State Foreign Country
7. In compliance with Title VI of the Civil Rights Act of 1964, the U.S. Dept. of Health, Education and Welfare requires that institutions of higher education receiving federal financial assistance provide certain enrollment data regarding predominant ethnic background. Please check in appropriate space.  
 \_\_\_\_\_ Afro American/Black \_\_\_\_\_ American Indian \_\_\_\_\_ Caucasian American/White  
 \_\_\_\_\_ Oriental American \_\_\_\_\_ Spanish surnamed American \_\_\_\_\_ Other \_\_\_\_\_  
 (Cuban, Puerto Rican, Mexican) Specify \_\_\_\_\_
8. Have you served on active duty in the armed forces: Yes ☐ No ☐ Dates: From \_\_\_\_\_ to \_\_\_\_\_  
Mo Yr. Mo Yr.
9. List all colleges attended (including LSU, indicating campus attended.)

Last one Attended	Name of College	City and State	From	To	Degree Awarded
Others					
Others					
Others					

10. Indicate approximate date you took or will take the GRE \_\_\_\_\_ ATGSB \_\_\_\_\_
11. Have you taken for credit at LSU: Correspondence study courses? Yes \_\_\_\_\_ No \_\_\_\_\_ Extension classes? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Are you attending school now? Yes \_\_\_\_\_ No \_\_\_\_\_ Name of School \_\_\_\_\_
13. Have you applied previously at this institution? Yes \_\_\_\_\_ No \_\_\_\_\_ Specify approximate dates \_\_\_\_\_
14. Have you been dismissed, expelled or suspended from any college for disciplinary or scholastic reasons? Yes \_\_\_\_\_ No \_\_\_\_\_
15. Are you eligible to re-enter the last institution attended? Yes \_\_\_\_\_ No \_\_\_\_\_
16. Give approximate date transcripts of scholastic records will be sent or have been sent \_\_\_\_\_
17. Will your work at LSU be in search of a degree? Yes \_\_\_\_\_ No \_\_\_\_\_ Full time \_\_\_\_\_ Part time \_\_\_\_\_  
 Degree sought \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_  
 If you do not seek a degree, what are your plans? \_\_\_\_\_
18. Have you been enrolled previously in Graduate School at LSU? Yes \_\_\_\_\_ No \_\_\_\_\_ Dates of enrollment \_\_\_\_\_
19. Are you applying for a fellowship or assistantship? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, does your enrollment at LSU depend on receiving such aid? Yes \_\_\_\_\_ No \_\_\_\_\_

May, 1973

20. Do you wish to apply for a fellowship (without duties)? Yes\_\_\_\_\_ No\_\_\_\_\_

Do you wish to apply for an assistantship (with duties)? Yes\_\_\_\_\_ No\_\_\_\_\_

Please give a summary of your teaching or research experience\_\_\_\_\_

21. What is your reading knowledge of languages other than English?

\_\_\_\_\_ Language \_\_\_\_\_ Superior \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

\_\_\_\_\_ Language \_\_\_\_\_ Superior \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

22. Please list all honors, awards, academic distinctions, and memberships\_\_\_\_\_

Publications\_\_\_\_\_

23. Letters of recommendation are helpful in considering your application, and financial assistance is rarely awarded unless such letters are received. List at least three references you have requested to write the department head concerning your suitability and qualifications.

Name	Position	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____

24. List the number of your dependents\_\_\_\_\_

25. Do you have any physical disability or health impairment? Yes\_\_\_\_\_ No\_\_\_\_\_

If yes, please specify\_\_\_\_\_

26. In your own handwriting, make a brief statement concerning your proposed program of graduate study.

\_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

## APPLICATION FOR ADMISSION GRADUATE STUDY

Department

**LOUISIANA STATE UNIVERSITY  
AND A & M COLLEGE  
Baton Rouge, La. 70803**

(Please print or type all information.)

**Single Male**\_\_\_\_\_

Married Male\_\_\_\_\_

Single Female\_\_\_\_\_

Married Female.\_\_\_\_\_

1. Full legal name \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle (or Maiden) \_\_\_\_\_ Single Female \_\_\_\_\_ Married Female \_\_\_\_\_
2. When do you wish to enter? Aug \_\_\_\_\_ Jan \_\_\_\_\_ Summer \_\_\_\_\_ 19 \_\_\_\_\_ Summer Short Course \_\_\_\_\_
3. Current address \_\_\_\_\_ Until \_\_\_\_\_
4. Home address \_\_\_\_\_ No. & Street \_\_\_\_\_ City \_\_\_\_\_ Parish, County \_\_\_\_\_ State, Foreign Country \_\_\_\_\_ Zip Code \_\_\_\_\_
5. Social Security number \_\_\_\_\_ Telephone number \_\_\_\_\_
6. Citizen of \_\_\_\_\_ Date of birth \_\_\_\_\_ Month, Day, Year \_\_\_\_\_ Place \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Foreign Country \_\_\_\_\_
7. In compliance with Title VI of the Civil Rights Act of 1964, the U.S. Dept. of Health, Education and Welfare requires that institutions of higher education receiving federal financial assistance provide certain enrollment data regarding predominant ethnic background. Please check in appropriate space.
- |                           |   |                                    |
|---------------------------|---|------------------------------------|
| _____ Afro American/Black | _____ American Indian   | _____ Caucasian American/White     |
| _____ Oriental American   | _____ Spanish surnamed American<br>(Cuban, Puerto Rican, Mexican) | _____ Other _____<br>Specify _____ |
8. Have you served on active duty in the armed forces: Yes ☐ No ☐ Dates: From \_\_\_\_\_ Mo. \_\_\_\_\_ Yr. \_\_\_\_\_ to \_\_\_\_\_ Mo. \_\_\_\_\_ Yr. \_\_\_\_\_
9. List all colleges attended (including LSU, indicating campus attended.) \_\_\_\_\_

Last one	Name of College	City and State	From	To	Degree Awarded
Attended					
Others					
Others					
Others					

10. Indicate approximate date you took or will take the GRE \_\_\_\_\_ ATGSB \_\_\_\_\_
11. Have you taken for credit at LSU: Correspondence study courses? Yes \_\_\_\_\_ No \_\_\_\_\_ Extension classes? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Are you attending school now? Yes \_\_\_\_\_ No \_\_\_\_\_ Name of School \_\_\_\_\_
13. Have you applied previously at this institution? Yes \_\_\_\_\_ No \_\_\_\_\_ Specify approximate dates \_\_\_\_\_
14. Have you been dismissed, expelled or suspended from any college for disciplinary or scholastic reasons? Yes \_\_\_\_\_ No \_\_\_\_\_
15. Are you eligible to re-enter the last institution attended? Yes \_\_\_\_\_ No \_\_\_\_\_
16. Give approximate date transcripts of scholastic records will be sent or have been sent \_\_\_\_\_
17. Will your work at LSU be in search of a degree? Yes \_\_\_\_\_ No \_\_\_\_\_ Full time \_\_\_\_\_ Part time \_\_\_\_\_  
Degree sought \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_  
If you do not seek a degree, what are your plans? \_\_\_\_\_
18. Have you been enrolled previously in Graduate School at LSU? Yes \_\_\_\_\_ No \_\_\_\_\_ Dates of enrollment \_\_\_\_\_
19. Are you applying for a fellowship or assistantship? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, does your enrollment at LSU depend on receiving such aid? Yes \_\_\_\_\_ No \_\_\_\_\_

**{over}**

**May, 1973**

20. Have you been committed to a juvenile or correctional institution? Yes\_\_\_\_\_No\_\_\_\_\_
21. Have you been charged, convicted or found guilty (even if adjudication withheld) of violating any federal or state law or municipal ordinance other than minor offenses involving a fine of \$25.00 or less? (See explanation in instructions) Yes\_\_\_\_\_No\_\_\_\_\_. If answer to either question (Item 20 or 21) is Yes, give date, name of court, nature of offense, status of charge, penalty imposed if any, or other disposition\_\_\_\_\_

22. Applicants who do not claim Louisiana residence are not required to fill in this question.

A. Name and address of parent or guardian\_\_\_\_\_

B. When did you move to your present home address (Address shown in item 9)? Month\_\_\_\_\_Year\_\_\_\_\_

C. If you have been living at this address for a period of less than two years, list your home addresses for the past two years.

No. & Street	City	State	Since: Month	Year
No. & Street	City	State	From: Month	Year

D. Provide the information requested below concerning your parents, including home addresses for past two years:

Father's name\_\_\_\_\_

Home address\_\_\_\_\_ Since: Month\_\_\_\_\_Year\_\_\_\_\_

Previous address\_\_\_\_\_ From: Month\_\_\_\_\_Year\_\_\_\_\_

Occupation\_\_\_\_\_ Name of business or professional firm\_\_\_\_\_

Mother's name\_\_\_\_\_

Home address\_\_\_\_\_ Since: Month\_\_\_\_\_Year\_\_\_\_\_

Previous address\_\_\_\_\_ From: Month\_\_\_\_\_Year\_\_\_\_\_

Occupation\_\_\_\_\_ Name of business or professional firm\_\_\_\_\_

E. Provide the following information about your husband or wife (including home addresses and places of employment for past two years).

Name\_\_\_\_\_ Date of Marriage\_\_\_\_\_ Occupation\_\_\_\_\_

Name of business or professional firm\_\_\_\_\_

Present Address\_\_\_\_\_ Since: Month\_\_\_\_\_Year\_\_\_\_\_

Previous Address\_\_\_\_\_ From: Month\_\_\_\_\_Year\_\_\_\_\_

#### CERTIFICATE

23. I certify that I have read this application and instructions, and that to the best of my knowledge, the information given is correct and complete. I understand that if it is later found to be otherwise, my application will be rejected, or in the event that I am enrolled, I will be dismissed from the University.

Date

Signature

Have you filled in each blank and attached your application fee? Incomplete applications cannot be processed.

Residence Information





## 9. Education beyond Master's degree (normally 30 semester hours):

Name of School	Field	Number of Hours	Inclusive Dates

10. Have you ever been denied admission to or denied permission to continue a program of graduate study beyond the Master's degree? Yes \_\_\_\_ No \_\_\_\_\_. If yes, give name of institution(s), field, and date.

11. Have you written a thesis? If so, when? \_\_\_\_\_ Where? \_\_\_\_\_  
 Title of thesis: \_\_\_\_\_

## 12. Professional experience:

School or College	Administrative area, subjects or grades taught	Inclusive Dates

13. Present position held (describe fully) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 14. Membership in professional organizations:

Name of Organization	Office Held

15. Military experience: Branch of service \_\_\_\_\_

Date \_\_\_\_\_ Rank \_\_\_\_\_

16. List any other experience you may have had which would be of interest to the faculty.

17. If you have any clearly defined professional goals or ambitions, describe them as clearly as possible.

18. Have you been admitted to the Graduate School? Yes \_\_\_\_\_ No \_\_\_\_\_

19. Have you filed a transcript showing all credit earned in institutions of higher education with the Head of the Department of Education? (This means in addition to transcripts filed with the Dean of the Graduate School.) Yes \_\_\_\_\_ No \_\_\_\_\_

20. Have you taken the Graduate Record Examination? \_\_\_\_\_ If so, when? \_\_\_\_\_  
Where? \_\_\_\_\_21. Have you taken the Miller Analogies Test? \_\_\_\_\_ If so, when? \_\_\_\_\_  
Where? \_\_\_\_\_

22. List four people who can be used as references, distributed as follows:

- a. Your present superintendent of schools, or one who served in that capacity when you were employed as a teacher in the elementary or secondary schools.

(1) Name \_\_\_\_\_

(2) Address \_\_\_\_\_

- b. Your present principal, or one who served in that capacity when you were employed as a teacher in the elementary or secondary schools.

(1) Name \_\_\_\_\_

(2) Address \_\_\_\_\_

- c. Two people who have taught you at the graduate level. (If you are a student at Louisiana State University, please list two members of the LSU Faculty.)

(1) Name \_\_\_\_\_

Department \_\_\_\_\_

(2) Name \_\_\_\_\_

Department \_\_\_\_\_

23. Minor field (if known) \_\_\_\_\_

APPENDIX C  
LIST OF EIGHTY INSTITUTIONS OF HIGHER EDUCATION SURVEYED  
FOR ADMISSIONS CRITERIA

Middle Association of Colleges and Secondary Schools

1. Catholic University of America
2. Columbia University
3. Fordham University
4. George Washington University
5. Lehigh University
6. New York University
7. Pennsylvania State University
8. Rutgers
9. SUNY (Albany)
10. SUNY (Buffalo)
11. Syracuse University
12. Temple University
13. University of Maryland
14. University of Pittsburgh
15. University of Rochester

New England Association of Colleges and Secondary Schools

1. Boston College
2. Harvard College
3. University of Connecticut
4. University of Massachusetts

North Central Association of Colleges and Secondary Schools

1. Arizona State University
2. Ball State University
3. Case Western Reserve University
4. Indiana State University
5. Indiana University
6. Iowa State University
7. Michigan State University
8. Northwestern University
9. Ohio State University
10. Ohio University
11. Oklahoma State University
12. Purdue University
13. Saint Louis University

14. South Illinois University
15. University of Arizona
16. University of Arkansas
17. University of Chicago
18. University of Denver
19. University of Illinois
20. University of Iowa
21. University of Kansas
22. University of Michigan
23. University of Minneapolis at St. Paul
24. University of Missouri
25. University of Nebraska
26. University of Northern Colorado
27. University of North Dakota
28. University of New Mexico
29. University of Oklahoma
30. University of Wisconsin
31. University of Wyoming
32. Wayne State University
33. West Virginia University

Northwestern Association of Colleges and Secondary Schools

1. Brigham Young University
2. Oregon State University
3. University of Colorado
4. University of Idaho
5. University of Oregon
6. University of Utah
7. University of Washington
8. Utah State University
9. Washington State University

Southern Association of Colleges and Secondary Schools

1. Auburn University
2. East Texas State University
3. Florida State University
4. North Carolina State University
5. North Texas State University
6. University of Alabama
7. University of Florida
8. University of Georgia
9. University of Houston
10. University of North Carolina
11. University of Mississippi
12. University of Southern Mississippi
13. University of Tennessee
14. University of Texas
15. University of Virginia

Western Association of Colleges and Secondary Schools

1. Stanford University
2. University of California (Berkeley)
3. University of California (Los Angeles)
4. University of Southern California

APPENDIX D

LETTER ACCOMPANYING THE QUESTIONNAIRE TO THE SCHOOLS SURVEYED

Louisiana State University  
College of Education  
Baton Rouge, Louisiana 70803  
June 30, 1974

TO: Dean or Director of Graduate Programs in Education

I am embarking on a dissertation project to obtain information about doctoral admission practices in departments of education throughout the United States and, in turn, to validate the admission practices used in The Department of Education at Louisiana State University.

This work is prompted by the feeling that there may be more consistency in admission practices for doctoral education applicants than has been previously believed and that such an examination of other schools' admission practices may help to improve LSU's policies.

I should like to ask that a member of your staff complete the enclosed questionnaire and return it to the LSU Department of Education by August 1.

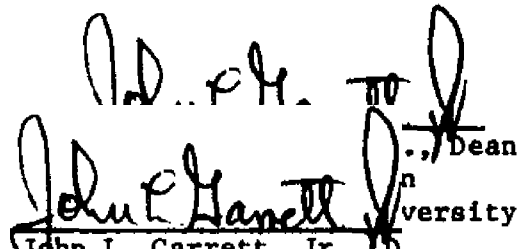
Your help and consideration shall be greatly appreciated and shall serve to increase an understanding of doctoral admission policies.

Thank you for your attention to my letter and request.

Sincerely yours,



Kurt W. Schmersahl  
Graduate Student  
Department of Education

  
John L. Garrett, Jr.,  
College of Education

## APPENDIX E

College of Education  
Louisiana State University  
Baton Rouge, Louisiana

Questionnaire for a Survey  
of  
Doctoral Admission Criteria  
at  
Comparable Institutions

Kurt Schmersahl  
College of Education  
Louisiana State University  
Baton Rouge, Louisiana



YES	NO	NAME OF INSTITUTION: _____
		1. Age Qualification:
		a. Do you set an age limit for entrance into your doctoral program?
		b. If set, please state the minimum and/or maximum age for entrance.
		_____ Minimum Age _____ Maximum Age
		2. Grade Point Average (GPA):
		a. Do you require a minimum UNDERGRADUATE grade point average?
		b. If required, state the minimum GPA and on what scale it is computed.
		_____ GPA _____ How Computed
		c. Do you require a minimum GRADUATE grade point average?
		d. If required, state the minimum GPA and on what scale it is computed.
		_____ GPA _____ How Computed
		3. Do you consider the student's rank in his graduating class?
		4. Teaching Certification and Experience:
		a. Do you require a teaching certificate for entrance into your doctoral program?
		b. Do you require experience in teaching in terms of years?
		c. If teaching experience is required, please state how many years _____.
		5. Graduate Record Examination (GRE):
		a. Do you require the Graduate Record Examination?
		b. If required, have you established cut-off scores?
		c. Please state your cut-off scores.
		_____ Verbal _____ Quantitative _____ Advanced Education Score
		6. Miller Analogies Test (MAT):
		a. Do you require the Miller Analogies Test?
		b. If required, have you established a cut-off score?
		c. Please state your cut-off score. _____ MAT Score
		7. Do you require the following:
		a. A master's degree for entrance into your doctoral program?
		b. A statement of purpose (plan of Study)?
		c. A biographical sketch?
		d. A personality test? If yes, specify _____.
		e. A photograph?
		f. Letters of recommendation or reference? If yes, how many _____?
		8. Do you use the following information in making your decision:
		a. Sex of the student?
		b. Marital status?
		c. Military service?
		d. Time lapsed between degrees?
		e. Name of institutions from which prior degrees were obtained?
		9. Do you use your own institutionally developed test? If yes, please specify the type of test.
		Type of Test _____
		10. Have you conducted validity studies within the last three years to determine how well the selection process is working?
		11. In making admission decisions, do you use a prediction formula in which various factors are statistically weighted?
		12. What do you consider the most important admission criterion _____?

LOUISIANA STATE UNIVERSITY  
AND AGRICULTURAL AND MECHANICAL COLLEGE

BATON ROUGE . LOUISIANA . 70803

*College of Education*

OFFICE OF THE DEAN

APPENDIX F

SECOND LETTER ACCOMPANYING THE QUESTIONNAIRE TO THE  
SCHOOLS OF EDUCATION SURVEYED

On June 30, an invitation to participate in a survey of admission practices was mailed to you. Your response, however, is missing from our records.

Since your participation is needed at the earliest possible convenience, a second request is being made.

We should greatly appreciate your participation in and/or acknowledgement of this invitation.

Thank you in advance for your time, cooperation, and careful consideration to this enclosed form requesting doctoral admission practices.

Yours sincerely,

Kurt W. Schmersahl

## BIOGRAPHY

Kurt W. Schmersahl, son of C. W. Schmersahl and Lillian H. Bernshausen Schmersahl, was born in Texas, August 28, 1944. His early schooling was received in public schools in Texas and Louisiana.

After completing high school in Lake Arthur, Louisiana, he entered college and was graduated from Northwestern State University with a degree of Bachelor of Arts in English and German in August, 1966.

In September, 1966, he began teaching English as a graduate assistant at McNeese State University. In August, 1968, he was graduated from McNeese State University with a degree of Master of Arts in English and psychology.

In September, 1968, he became an instructor of English at the University of Southwestern Louisiana. During this time, he became a certified guidance counselor.

In September, 1972, he began work toward his doctorate in Higher Education at Louisiana State University. He has been employed as a graduate assistant in the Department of Education at this University since January, 1973.

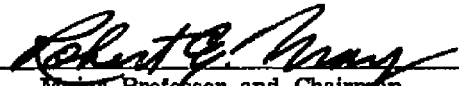
# EXAMINATION AND THESIS REPORT

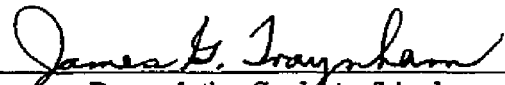
Candidate: Kurt W. Schmersahl

Major Field: EDUCATION

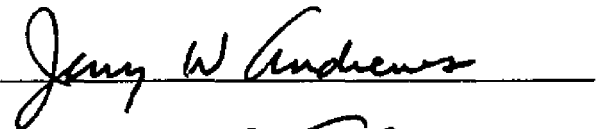
Title of Thesis: DOCTORAL ADMISSION CRITERIA IN THE DEPARTMENT OF EDUCATION AT LOUISIANA STATE UNIVERSITY AS THEY RELATE TO STUDENT SUCCESS AND TO CRITERIA AT COMPARABLE INSTITUTIONS

Approved:

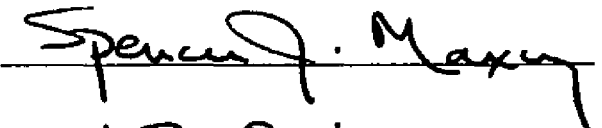
  
Major Professor and Chairman

  
Dean of the Graduate School

## EXAMINING COMMITTEE:









Date of Examination:

November 12, 1974